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ABSTRACT

An institutional self-study undertaken by Appalachian State University, North Carolina, as part of the accreditation process is presented. This volume covers stages 8 through 12 of a 13-stage analysis, which was based on a "Futures Creating Paradigm" created by the American Association of State Colleges and Universities. The 83 objectives formulated for the institution are examined in terms of compatibility, significance, strategies for implementation, future consequences, and feasibility. The compatibility among objectives for 11 aspects of the institution (e.g., educational program, library, financial resources), as judged by steering committee members, is indicated by matrices. Committee members wrote brief futures scenarios for objectives based on two assumptions (that the objective had been achieved or had not been undertaken), and developed specific strategies for the achievement of each objective. Attention was directed to possible future consequences of proposed policies for other sectors of the university (i.e., administration, educational program, financial resources, faculty, students, physical resources, special activities, and research). Feasibility tests were employed for two categories of potential constraints to achieving objectives: national or regional constraints and internal constraints. (SW)

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Volume II

ED225432

Planning for the Eighties

a 13-stage nontraditional self-study fo[illegible]

The Southern Association of Colleges and Schools

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Testing Compatibility of Objectives—STAGE 8
Constructing a Futures Scenario—STAGE 9
Foresight: Inventing Strategies—STAGE 10
Assessing Proposed Policies—STAGE 11
Feasibility—STAGE 12

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PLANNING FOR THE EIGHTIES

A Nontraditional Self-Study

for

The Southern Association of Colleges and Schools

Volume II: Stages Eight through Twelve

HE 015 764

Appalachian State University

Boone, North Carolina

1981

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INTRODUCTION

With the completion of Stage Seven in the spring of 1980, the self-study reached a logical midway point. Institutional and societal trend data had been collected and examined for indications of the needs and opportunities facing each sector of the university in the 1980s. This process led to the formulation of 83 objectives for the 11 institutional sectors.

When the 1980 fall semester opened, the Steering Committee was able to circulate across campus draft copies of Volume One, containing Stages One through Seven. All segments of the university community were urged to examine this document and to send any comments or suggestions to the Steering Committee. Volunteers were also sought for participation in Stages Nine through Twelve.

The Stage Seven working groups had been instructed to generate objectives freely, without concern for matters such as compatibility and feasibility. These questions were to be the focus of Stages Eight through Twelve. Thus Volume Two represents the evaluative phase of the self-study, in which the 83 objectives formulated in Stage Seven were more carefully examined from a variety of perspectives -- compatibility, significance, strategies for implementation, future consequences, and feasibility.

Stage Eight was completed by the Steering Committee. The work of Stages Nine through Twelve was accomplished by 24 committees, composed of approximately 132 persons from the faculty, administration, staff, and student body. Since the members of these committees had not, in most instances, been a part of the groups that formulated the objectives, they generally approached them with open minds. In many instances, they were able to indicate where the objectives lacked clarity and to make suggestions as to how they could be strengthened. All such contributions were passed on to the Steering Committee for its consideration in the revision phase of Stage Thirteen.

This volume contains the reports for Stages Eight through Twelve. It is organized by stages so as to indicate clearly each step of the evaluative process and to conform to the self-study model. However, when the Steering Committee began its work of synthesis in Stage Thirteen, it discovered that each objective could be more effectively evaluated by using an organizational format in which each objective was followed by the Stage 9, 10, 11, and 12 reports relevant to that objective. To assist the reader who might wish to follow this format, proceeding on an objective-by-objective basis rather than reading through each stage in its entirety, the following matrix is provided as a guide to the appropriate pages.

A GUIDE TO STAGE 9-12 REPORTS

OBJECTIVE	STAGE 9	STAGE 10	STAGE 11	STAGE 12
PURPOSE I	30*	120	194	285
PURPOSE II	31	120	195	286
PURPOSE III	32	121	196	287
ORG. & ADMIN. I	33	122	197	288
ORG. & ADMIN. II	34	122	198	289
ORG. & ADMIN. III	34	123	199	290
ORG. & ADMIN. IV	35	123	200	291
ORG. & ADMIN. V	36	124	201	292
ORG. & ADMIN. VI	37	124	202	293
ED. PROG. I	38	125	203	294
ED. PROG. II	39	125	204	295
ED. PROG. III	40	126	206	296
ED. PROG. IV	41	127	207	297
ED. PROG. V	42	127	209	298
FIN. RES. I	43	129	210	299
FIN. RES. II	43	129	211	300
FIN. RES. III	45	130	212	301
FIN. RES. IV	46	131	213	302
FIN. RES. V	47	132	214	303
FIN. RES. VI	48	133	216	304
FAC. I(A)	49	134	217	305
FAC. I(B)	50	135	218	306
FAC. I(C)	51	135	218	307
FAC. I(D)	52	136	219	308
FAC. II(A1)	53	137	220	309
FAC. II(A2)	54	138	222	310
FAC. II(B1)	56	139	223	311
FAC. II(B2)	56	140	224	312
FAC. II(B3)	57	141	225	313
FAC. III(A)	58	141	226	314
FAC. III(B)	59	142	227	315
FAC. IV(A)	59	143	228	316
FAC. IV(B)	60	144	229	317
FAC. V(A)	61	144	230	318
FAC. V(B)	62	146	231	319
FAC. V(C)	63	146	232	320
FAC. V(D)	65	147	233	321
FAC. V(E)	66	147	234	322

*Refers to page numbers in Volume II.

OBJECTIVE	STAGE 9	STAGE 10	STAGE 11	STAGE 12
LIBRARY I	67	148	235	323
LIBRARY II	67	148	236	324
LIBRARY III	69	151	238	325
LIBRARY IV	70	151	239	326
LIBRARY V	71	152	240	327
LIBRARY VI	72	153	241	328
LIBRARY VII	73	154	242	329
LIBRARY VIII	75	155	243	330
LIBRARY IX	76	156	244	331
LIBRARY X	77	157	246	332
LIBRARY XI	78	158	247	333
LIBRARY XII	79	159	248	334
STU. DEV. SER. I	81	161	249	335
STU. DEV. SER. II	83	161	250	336
STU. DEV. SER. III	84	162	251	337
STU. DEV. SER. IV	85	163	252	338
STU. DEV. SER. V	87	165	253	339
STU. DEV. SER. VI	88	165	254	340
STU. DEV. SER. VII	89	166	255	341
STU. DEV. SER. VIII	91	167	256	342
STU. DEV. SER. IX	92	168	257	343
STU. DEV. SER. X	93	168	258	344
STU. DEV. SER. XI	95	170	259	345
PHY. RES. I	97	171	260	346
PHY. RES. II	97	171	261	347
PHY. RES. III	98	172	262	348
PHY. RES. IV	98	173	263	349
PHY. RES. V	99	174	264	350
PHY. RES. VI	100	174	265	351
PHY. RES. VII	100	175	266	352
PHY. RES. VIII	101	175	267	353
PHY. RES. IX	102	176	268	354
SPEC. ACT. I	103	177	269	355
SPEC. ACT. II	104	179	270	356
SPEC. ACT. III	106	180	271	357
SPEC. ACT. IV	107	182	272	358
SPEC. ACT. V	108	183	273	359
SPEC. ACT. VI	109	183	274	360
SPEC. ACT. VII	110	184	275	361
GRAD. PROG. I	111	185	276	362
GRAD. PROG. II	112	187	277	363
GRAD. PROG. III	113	188	278	364
GRAD. PROG. IV	114	189	279	365
RESEARCH I	115	191	280	366
RESEARCH II	116	192	281	366

STAGE EIGHT

TESTING THE COMPATIBILITY OF OBJECTIVES

Once objectives were formulated for each institutional sector, it became important to determine whether they were harmonious with the institution's purpose and whether they could be mixed without negative effects. Consequently, in Stage Eight each objective was tested against each element in ASU's current statement of purpose, against each element in the revised statement of purpose proposed by the Purpose working group in Stage Seven (Purpose Objective I), as well as against every other objective.

The Steering Committee, which was responsible for the accomplishment of this stage, quickly became aware of the complexity of the task. Each of the 83 objectives had to be tested against (1) 11 elements in the existing statement of purpose, (2) 11 elements in the revised statement of purpose, and (3) the other 82 objectives. This involved the construction of several matrices containing over 8500 cells. In effect, the exercise required that over 8500 decisions be made with regard to compatibility. Recognizing that no one individual in a reasonable amount of time could give careful consideration to that number of cases, the Steering Committee divided the task so that each possible combination would be considered by approximately five members of the committee. Unless there was serious disagreement among the five members of the committee, it was decided that majority opinion would be accepted.

The system that was developed to test compatibility involved the use of the following symbols: C = Compatible; N = Neutral; I = Incompatible; and (when testing one objective against another) D = Duplicative. A rating of C (Compatible) was to be given when the two items were closely related and compatible. An N (Neutral) was to be used when the two items were not closely related, but involved no incompatibility. An I (Incompatible) was to indicate that a given objective was clearly incompatible with either an element in the statement of purpose or with another objective. Since some of the objectives formulated by the various working groups in Stage Seven contained similar elements, a D (Duplicative) was to indicate a degree of similarity which might suggest that the two objectives could ultimately be combined.

The results of this exercise show that N was the most frequently used symbol. Given the fact that the 83 objectives were meant to respond to the needs of 11 different sectors, this is not surprising. The committee discovered that many of the objectives were simply not directly related to objectives formulated for other sectors. For example, objectives that aimed at improving student services (e.g., the structure of the Student Affairs area; housing and health services; an effective judiciary system) were not found to be closely related to objectives concerned with improving the library or meeting specific faculty needs. One might argue that funds to improve the library would probably not be available without continued high enrollment, and that one factor in maintaining enrollment is the provision of effective student services, but the two areas of concern are not directly related.

On the other hand, a high degree of correlation and compatibility was found, for example, between objectives concerned with encouraging research and improving the graduate program and between research objectives and library objectives. It seemed obvious that research activities were closely related to the graduate program and to improvement of the library, as well as to the maintenance of a highly qualified faculty.

Two cases of duplication were identified: Organization and Administration Objective II and Financial Resources Objective IV, both of which stressed the need for added emphasis on fund-raising; and Organization and Administration III and Financial Resources V, both of which addressed the issue of enrollments. The designation of D for these two sets of objectives meant that in Stage Thirteen the Steering Committee would consider whether they could be effectively consolidated. Given the fact that several other objectives received one or two D ratings, it seemed likely that other cases of overlap and potential consolidation would be discovered as the objectives passed through succeeding stages.

Although in no instance did a majority of the committee find a clear case of incompatibility, a number of objectives received at least two I ratings when tested against elements in the statement of purpose or other objectives. The objectives most frequently cited by a minority as potentially incompatible with parts of the statement of purpose were Financial Resources Objectives I, II, and III and Organization and Administration Objective II. These objectives, responding to the prospect of an era of continued inflation and decremental budgeting, stressed the need for conservation and reallocation of resources, greater accountability, and the development of financial priorities. Some questioned whether ASU could actually fulfill all of the commitments in its statement of purpose under such circumstances. However, it was generally agreed that if economic conditions in the 1980s were as harsh as was anticipated, only by adopting the kind of measures advocated in these objectives could ASU hope to serve its constituency. Financial Resources Objective VI, which called for the gradual shifting of a larger proportion of the costs of higher education to the student, also attracted attention. Some questioned how, under such a policy, ASU could serve the needs of all of the members of its constituency.

Questions of potential incompatibility were also raised when these objectives were tested against other objectives which recommended initiatives requiring new expenditures of money. The tone of the objectives calling for conservation of resources seemed to suggest that there would be little money available for new programs and services or for the improvement of some existing programs and services. However, the Steering Committee noted that the working groups formulating objectives in Stage Seven were instructed to "blue sky," to indicate what ASU ought to do to be prepared to meet the needs of its constituency in the 1980s. Hence it was to be expected that many objectives would entail large expenditures and that ultimately it would not be possible to achieve every objective. However, it was agreed that no one objective, when tested against those objectives calling for financial stringency, was absolutely precluded from being achieved.

Thus no cases of absolute incompatibility were discovered. But the Steering Committee was alerted to a number of instances of potential incompatibility. It was anticipated that additional questions concerning compatibility would be raised as a result of the fuller examination of objectives being undertaken in Stages Nine through Twelve and would have to be addressed in Stage Thirteen.

The Stage Eight reports that follow are presented in the form of nine matrices:

1. Compatibility of Objectives with Institutional Purpose
2. Compatibility of Objectives with Proposed Revision of Statement of Purpose
3. Compatibility of Purpose and Organization and Administration Objectives with Other Objectives
4. Compatibility of Educational Program and Financial Resources Objectives with Other Objectives
5. Compatibility of Faculty Objectives with Other Objectives
6. Compatibility of Library Objectives with Other Objectives
7. Compatibility of Student Development Services Objectives with Other Objectives
8. Compatibility of Physical Resources Objectives with Other Objectives
9. Compatibility of Special Activities, Graduate Program, and Research Objectives with Other Objectives

The following coding symbols were used in the matrices:

C = Compatible
N = Neutral
I = Incompatible
D = Duplicative

COMPATIBILITY OF OBJECTIVES WITH INSTITUTIONAL PURPOSE

OBJECTIVES INSTITUTIONAL PURPOSE	PURPOSE			ORGANIZATION AND ADMINISTRATION						EDUCATIONAL PROGRAM					FINANCIAL RESOURCES					
	I	II	III	I	II	III	IV	V	VI	I	II	III	IV	V	I	II	III	IV	V	V
I. Total development of constituency through instruction, research, & service.	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
II. Nurture intellectual climate in which truth is sought & respected.	C	C	C	N	N	N	C	N	C	C	C	C	C	C	N	N	N	N	C	N
III. Provide liberal education for all students.	C	C	C	N	N	N	C	N	C	C	C	C	C	C	N	N	N	N	N	N
IV. Offer preprofessional & professional education to students who desire it.	C	C	C	N	N	N	N	N	C	C	C	C	C	C	N	N	N	N	N	N
V. Maintain faculty dedicated to teaching and scholarship.	C	C	C	N	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
VI. Advance frontiers of knowledge through research.	C	C	C	N	N	N	C	C	C	C	C	C	N	N	N	N	N	N	N	N
VII. Be cognizant of new knowledge & prepared to meet challenge of new ideas.	C	C	C	N	N	N	N	N	C	C	C	C	N	C	N	N	N	N	N	N
VIII. Expand cultural horizons, develop appreciation of ethical & aesthetic values.	C	C	C	N	N	N	N	N	C	C	C	C	C	C	N	N	N	N	N	N
IX. Make resources available to people within sphere of influence.	C	C	C	C	C	C	N	N	C	C	C	C	C	C	C	C	C	C	C	N
X. Serve as a force for social improvement.	C	C	C	C	C	N	N	N	C	C	C	C	C	C	N	N	N	N	C	N
XI. Cooperate with institutions & agencies dedicated to betterment of mankind.	N	N	N	C	N	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N

OBJECTIVES INSTITUTIONAL PURPOSE	LIBRARY								STUDENT DEVELOPMENT SERVICES										
	V	VI	VII	VIII	IX	X	XI	XII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
I. Total development of constituency thru instruction, research, & service.	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
II. Nurture intellectual climate in which truth is sought & respected.	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	N	N	N	C
III. Provide liberal education for all students.	C	C	C	C	C	C	C	C	C	C	N	C	C	C	C	N	N	C	C
IV. Offer preprofessional & professional education to students who desire it.	C	C	C	C	C	C	N	C	N	C	C	C	N	N	C	N	N	N	C
V. Maintain faculty dedicated to teaching and scholarship.	C	C	C	C	C	C	C	C	N	N	N	N	N	N	C	N	N	N	C
VI. Advance frontiers of knowledge through research.	C	C	C	C	C	C	N	C	N	N	N	N	N	N	N	N	N	N	N
VII. Be cognizant of new knowledge & prepared to meet challenge of new ideas.	C	C	C	C	C	C	C	C	N	C	N	C	N	N	N	N	N	N	N
VIII. Expand cultural horizons, develop appreciation of ethical & aesthetic values.	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	N	N	C	C
IX. Make resources available to people within sphere of influence.	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
X. Serve as a force for social improvement.	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
XI. Cooperate with institutions & agencies dedicated to betterment of mankind.	N	N	N	C	C	C	N	C	N	N	N	N	N	N	N	N	N	N	C

INSTITUTIONAL PURPOSE	FACULTY																		LIBRARY			
	I(A)	I(B)	I(C)	I(D)	II (A1)	II (A2)	II (B1)	II (B2)	II (B3)	III (A)	III (B)	IV (A)	IV (B)	V (A)	V (B)	V (C)	V (D)	V (E)	I	II	III	IV
Total development of constituency through instruction, research, & service.	C	C	C	C	C	C	C	C	C	C	C	N	C	C	C	C	C	C	C	C	C	C
Nurture intellectual climate in which truth is sought & respected.	C	C	N	C	C	C	C	C	C	C	N	N	C	C	C	C	C	N	C	C	C	C
Provide liberal education for all students.	C	C	N	C	C	C	C	C	C	C	N	N	C	C	C	C	C	C	C	C	C	C
Offer preprofessional & professional education to students who desire it.	C	C	N	C	C	C	C	C	C	C	N	N	C	N	N	N	N	N	C	C	C	C
Maintain faculty dedicated to teaching and scholarship.	C	C	N	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Advance frontiers of knowledge through research.	C	C	N	C	N	C	C	C	C	C	N	N	C	N	N	N	N	N	C	C	C	C
Be cognizant of new knowledge & prepared to meet challenge of new ideas.	C	C	N	C	C	C	C	C	C	C	N	N	C	N	N	N	N	N	C	C	C	C
Expand cultural horizons, develop appreciation of ethical & aesthetic values.	C	C	C	C	C	C	C	C	C	C	N	N	C	N	N	N	N	N	C	C	C	C
Make resources available to people within sphere of influence.	C	C	C	C	C	C	C	C	C	C	N	N	C	N	N	N	N	C	C	C	C	C
Serve as a force for social improvement.	C	C	C	C	C	C	C	C	C	C	N	N	C	C	C	C	C	N	C	C	C	C
Cooperate with institutions & agencies dedicated to betterment of mankind.	N	C	C	C	C	C	C	C	C	N	N	N	N	C	N	N	N	N	C	N	N	N

INSTITUTIONAL PURPOSE	PHYSICAL RESOURCES									SPECIAL ACTIVITIES							GRADUATE PROGRAM				RESEARCH		
	I	II	III	IV	V	VI	VII	VIII	IX	I	II	III	IV	V	VI	VII	I	II	III	IV	I	II	
Total development of constituency through instruction, research, & service.	C	[illegible]	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
Nurture intellectual climate in which truth is sought & respected.	N	N	N	N	N	N	C	N	N	C	N	C	C	C	N	N	C	C	C	C	C	C	
Provide liberal education for all students.	N	N	C	C	N	N	C	N	C	C	C	C	C	C	N	N	N	C	C	N	C	C	
Offer preprofessional & professional education to students who desire it.	C	N	N	C	N	N	C	N	N	C	C	C	C	C	N	C	C	C	C	C	C	C	
Maintain faculty dedicated to teaching and scholarship.	C	N	C	C	N	N	C	N	C	C	C	C	C	C	N	N	C	C	C	C	C	C	
Advance frontiers of knowledge through research.	N	N	C	C	N	N	N	N	N	N	N	N	C	C	N	C	C	N	C	N	C	C	
Be cognizant of new knowledge & prepared to meet challenge of new ideas.	C	N	C	C	N	N	C	N	N	C	C	C	C	C	N	C	N	C	C	C	C	C	
Expand cultural horizons, develop appreciation of ethical & aesthetic values.	C	N	C	N	C	C	C	N	C	C	C	C	C	C	N	C	N	C	C	C	C	C	
Make resources available to people within sphere of influence.	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
Serve as a force for social improvement.	C	N	C	C	N	N	C	C	C	C	C	C	C	C	C	C	N	C	C	C	C	C	
Cooperate with institutions & agencies dedicated to the betterment of mankind.	N	N	C	C	N	N	N	N	N	C	C	C	N	C	N	C	N	N	N	N	C	C	

COMPATIBILITY OF OBJECTIVES WITH PROPOSED REVISION OF STATEMENT OF PURPOSE

PROPOSED REVISION	PURPOSE			ORGANIZATION AND ADMINISTRATION						EDUCATIONAL PROGRAM					FINANCIAL RESOURCES					
	I	II	III	I	II	III	IV	V	VI	I	II	III	IV	V	I	II	III	IV	V	VI
Nurture intellectual climate in which truth is sought and respected.	C	C	C	N	N	N	C	N	C	C	C	C	C	C	N	N	N	N	C	N
Critical thinking is encouraged.	C	C	C	N	N	N	C	C	C	C	C	C	C	C	N	N	N	N	C	N
Cultural horizons are broadened.	C	C	C	N	N	N	N	N	C	C	C	C	C	C	N	N	N	N	N	N
Ethical and aesthetic values are appreciated.	C	C	C	N	N	N	N	N	C	C	C	C	C	C	N	N	N	N	N	N
Maintain an academic environment conducive to learning.	C	C	C	N	N	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Sensitive to individual needs.	C	C	C	N	N	C	C	N	C	C	C	C	C	C	N	N	N	C	C	N
Alert to new ideas and challenges of a complex & changing world.	C	C	C	N	N	N	N	N	C	C	C	C	N	C	N	N	N	N	N	N
Provide a well-rounded education.	C	C	C	N	N	N	C	N	C	C	C	C	C	C	N	N	N	C	C	N
The opportunity to participate in a wide range of educational experiences & professional prog.	C	C	C	N	N	N	N	N	C	C	C	C	C	C	N	N	C	C	C	C
Faculty & admin. dedicated to excellence in teaching, research, service.	C	C	C	N	N	C	C	C	C	C	C	C	C	C	N	N	N	C	C	N
Serve the educational needs of all the people of N.	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C

PROPOSED REVISION	LIBRARY								STUDENT DEVELOPMENT SERVICES										
	V	VI	VII	VIII	IX	X	XI	XII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
Nurture intellectual climate in which truth is sought and respected.	C	C	C	C	C	C	C	C	C	C	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	N	N	N	C
Critical thinking is encouraged.	C	C	C	C	C	C	C	C	C	C	[illegible]	[illegible]	C	C	C	N	N	N	N
Cultural horizons are broadened.	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	N	N	C	C
Ethical and aesthetic values are appreciated.	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	N	N	C	C
Maintain an academic environment conducive to learning.	C	C	C	C	C	C	C	C	N	C	C	C	C	N	C	N	N	C	N
Sensitive to individual needs.	C	N	N	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Alert to new ideas & challenges of a complex & changing world.	C	C	C	C	C	C	C	C	N	C	N	C	N	N	N	N	N	N	N
Provide a well-rounded education.	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	N	N	C	C
The opportunity to participate in a wide range of educational experiences & professional prog.	N	N	N	C	C	C	N	C	C	C	C	C	C	C	C	N	N	C	C
Faculty & admin. dedicated to excellence in teaching, research, services.	C	C	C	C	C	C	C	C	C	C	C	C	C	N	N	C	N	N	C	N
Serve the educational needs of all the people of ND.	C	C	C	C	C	C	N	C	C	C	C	C	C	C	C	C	C	C	C

PROPOSED REVISION	FACULTY																		LIBRARY			
	I(A)	I(B)	I(C)	I(D)	II (A1)	II (A2)	II (B1)	II (B2)	II (B3)	III (A)	III (B)	IV (A)	IV (B)	V (A)	V (B)	V (C)	V (D)	V (E)	I	II	III	IV
Nurture intellectual climate in which truth is sought and respected.	C	C	N	C	C	C	C	C	C	C	N	N	C	C	C	C	C	N	C	C	C	C
Critical thinking is encouraged.	C	C	N	C	C	C	C	C	C	C	N	N	C	C	C	C	C	C	C	C	C	C
Cultural horizons are broadened.	C	C	C	C	C	C	C	C	C	C	N	N	C	N	N	N	N	N	C	C	C	C
Ethical and aesthetic values are appreciated.	C	C	C	C	C	C	C	C	C	C	N	N	C	N	N	N	N	N	C	C	C	C
Maintain an academic environment conducive to learning.	C	C	N	C	C	C	C	C	C	C	C	N	C	C	C	C	C	C	C	C	C	C
Sensitive to individual needs.	C	C	C	C	C	N	C	N	C	C	N	C	C	C	C	C	C	C	C	C	C	C
Alert to new ideas and challenges of a complex & changing world.	C	C	N	C	C	C	C	C	C	C	N	N	C	N	N	N	N	N	C	C	C	C
Provide a well-rounded education.	C	C	N	C	C	C	C	C	C	C	N	N	C	C	C	C	C	C	C	C	C	C
The opportunity to participate in a wide range of educational experiences & professional prog.	C	N	N	C	C	C	C	N	N	N	N	N	C	N	N	N	N	N	C	C	N	C
Faculty & Admin. dedicated to excellence in teaching, research, service.	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Serve the educational needs of all the people of NC.	C	C	C	C	C	C	C	C	C	C	N	N	C	N	N	N	N	N	C	C	C	C

PROPOSED REVISION	PHYSICAL RESOURCES									SPECIAL ACTIVITIES							GRADUATE PROGRAM				RESEARCH		
	I	II	III	IV	V	VI	VII	VIII	IX	I	II	III	IV	V	VI	VII	I	II	III	IV	I	II	
Nurture intellectual climate in which truth is sought and respected.	N	N	N	N	N	N	C	N	[illegible]	C	N	C	C	C	N	N	C	C	C	C	C	C	
Critical thinking is encouraged.	C	N	C	C	N	N	C	N	N	C	C	C	N	C	N	C	C	C	C	C	C	C	
Cultural horizons are broadened.	C	N	C	N	C	C	C	N	C	C	C	C	C	C	N	C	N	C	C	C	C	C	
Ethical and aesthetic values are appreciated.	C	N	C	N	C	C	C	N	C	C	C	C	C	C	N	C	N	C	C	C	C	C	
Maintain an academic environment conducive to learning.	C	C	C	C	N	C	C	C	C	C	C	C	C	C	N	C	C	C	C	C	C	C	
Sensitive to individual needs.	N	N	N	N	N	N	N	N	C	C	C	C	C	C	N	C	C	C	C	C	C	C	
Alert to new ideas and challenges of a complex & changing world.	C	N	C	C	N	N	C	N	N	C	C	C	C	C	N	C	N	C	C	C	C	C	
Provide a well-rounded education.	C	[illegible]	C	C	N	N	C	N	C	C	C	C	C	C	N	N	N	C	C	C	C	C	
The opportunity to participate in a wide range of educational experiences & professional prog.	N	N	C	N	N	N	N	C	C	C	C	C	C	C	N	C	N	C	C	C	N	C	
Faculty & Admin. dedicated to excellence in teaching, research, service.	[illegible]	[illegible]	C	C	N	N	C	N	C	C	C	C	C	C	N	C	C	C	C	C	C	C	
Serve the educational needs of all the people of NC.	C	[illegible]	C	C	C	N	C	C	C	C	C	C	C	C	N	C	C	C	C	C	C	C	

COMPATIBILITY OF PURPOSE AND ORGANIZATION AND ADMINISTRATION OBJECTIVES WITH OTHER OBJECTIVES

	PURPOSE			ORGANIZATION AND ADMINISTRATION						EDUCATIONAL PROGRAM					FINANCIAL RESOURCES					
PURPOSE	I	II	III	I	II	III	IV	V	VI	I	II	III	IV	V	I	II	III	IV	V	VI
I. Revise ASU's statement of purpose.	X	C	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
II. New programs to be consistent with purpose statement.	C	X	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
III. Review periodically the implementation of self-study recommendations.	N	N	X	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
ORGANIZATION AND ADMINISTRATION																				
I. Implement programs to conserve energy, evaluate programs in terms of energy consumption v. value to ASU.	N	N	N	X	C	N	N	N	N	N	N	C	N	C	C	C	N	C	N	N
II. Administration to make changes necessary to promote financial security of ASU.	N	N	N	C	X	C	N	C	C	N	N	N	N	C	C	C	C	D	C	C
III. Maintain controlled growth of student body while preserving overall quality.	N	N	N	N	C	X	N	N	C	N	N	N	N	C	N	N	N	N	D	C
IV. Revamp academic structure of university to differentiate sciences.	N	N	N	N	N	N	X	C	C	N	N	N	N	N	N	N	C	N	N	N
V. Integrate research functions into one unit.	N	N	N	N	C	N	C	X	C	N	N	N	N	N	N	C	C	N	N	N
VI. Promote growth and development of faculty, staff, and students.	N	N	N	N	C	C	C	C	X	C	C	C	C	C	N	N	C	N	C	C

	LIBRARY								STUDENT DEVELOPMENT SERVICES										
PURPOSE	V	VI	VII	VIII	IX	X	XI	XII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
I. Revise ASU's statement of purpose.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
II. New programs to be consistent with purpose statement.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
III. Review periodically the implementation of self-study recommendations.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
ORGANIZATION AND ADMINISTRATION																			
I. Implement programs to conserve energy; evaluate programs in terms of energy consumption v. value to ASU.	N	C	N	C	N	N	N	N	N	N	N	N	N	N	N	C	N	N	N
II. Administration to make changes necessary to promote financial security of ASU.	N	N	C	N	N	N	N	N	N	N	N	N	N	N	C	C	N	N	N
III. Maintain controlled growth of student body while preserving overall quality.	N	N	N	N	N	N	N	N	C	C	C	C	C	C	C	C	C	C	C
IV. Revamp academic structure of university to differentiate sciences.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
V. Integrate research functions into one unit.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
VI. Promote growth and development of faculty, staff, and students.	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C

PURPOSE	FACULTY I(A)	I(B)	I(C)	I(D)	II (A1)	II (A2)	II (B1)	II (B2)	II (B3)	III (A)	III (B)	IV (A)	IV (B)	V (A)	V (B)	V (C)	V (D)	V (E)	LIBRARY I	II	III	IV
evise ASU's statement of purpose.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
New programs to be con-istent with purpose tatement.	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
eview periodically the implementation of self-study recommendations.	[illegible]	N	N	N	C	N	C	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
ORGANIZATION AND ADMINISTRATION																						
Implement programs to conserve energy; evaluate programs in terms of energy consumption & value to ASU.		N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
dministration to make hanges necessary to promote financial security f ASU.		C	N	N	N	C	N	N	N	N	C	C	C	N	N	N	N	C	N	C	N	N
Maintain controlled growth of student body while preserving overall quality.		N	N	N	C	N	C	N	N	N	N	C	C	N	N	N	N	N	N	N	N	N
evamp academic structure of university to ifferentiate sciences.	C	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Integrate research unctions into one unit.	N	C	N	C	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N
romote growth and development of faculty, taff, and students.	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	N	C	N	C	C	C	C

PURPOSE	PHYSICAL RESOURCES I	II	III	IV	V	VI	VII	VIII	IX	SPECIAL ACTIVITIES I	II	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	GRADUATE PROGRAM I	II	III	IV	RESEARCH I	II
evise ASU's statement of purpose.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
New programs to be consistent with purpose tatement.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
eview periodically the mplementation of self-study recommendations.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
ORGANIZATION AND ADMINISTRATION																						
mplement programs to conserve energy; evaluate programs in terms of energy consumption & value to ASU.	[illegible]	C	C	C	N	N	N	C	N	N	C	N	N	N	N	N	N	N	N	N	N	N
Administration to make changes necessary to promote financial security of ASU.	N	C	C	C	N	C	C	C	N	C	C	N	N	N	N	N	N	N	N	N	N	N
Maintain controlled growth of student body while preserving overall quality.	[illegible]	[illegible]	C	N	N	N	N	N	C	C	C	C	C	C	N	C	C	C	C	C	N	N
Revamp academic structure of university to differentiate sciences.	[illegible]	[illegible]	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	C	N
Integrate research functions into one unit.	N	[illegible]	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	C	C
Promote growth and development of faculty, staff and students.	[illegible]	[illegible]	N	N	N	N	N	N	C	C	C	C	C	C	C	C	C	C	C	C	C	C

COMPATIBILITY OF
EDUCATIONAL PROGRAM AND FINANCIAL RESOURCES OBJECTIVES
WITH OTHER OBJECTIVES

EDUCATIONAL PROGRAM	PURPOSE			ORGANIZATION AND ADMINISTRATION						EDUCATIONAL PROGRAM					FINANCIAL RESOURCES					
	I	II	III	I	II	III	IV	V	VI	I	II	III	IV	V	I	II	III	IV	V	VI
I. Critical exploration of values and ethics.	N	N	N	N	N	C	N	N	C	X	C	C	C	C	N	N	N	N	C	N
II. Education in cultural diversity.	N	N	N	N	N	N	N	N	C	C	X	C	C	C	N	N	N	N	C	N
III. Education concerning human interaction with the environment.	N	N	N	C	N	N	N	N	C	C	C	X	C	C	N	N	N	N	C	N
IV. Elevation of communication skills and appreciation of language arts.	N	N	N	N	N	N	N	N	C	C	C	C	X	C	N	N	N	N	C	N
V. Commitment in academic programs to meet needs of all elements of society.	N	N	N	C	C	C	N	N	C	C	C	C	C	X	C	N	C	N	N	N
FINANCIAL RESOURCES																				
I. Institute a program of continuous re-examination of financial priorities.	N	N	N	C	C	N	N	N	N	N	N	N	N	C	X	C	C	C	C	C
II. Pursue a program of conservation of resources.	N	N	N	C	C	N	N	C	N	N	N	N	N	N	C	X	C	C	C	C
III. Pursue a policy of re-allocating resources.	N	N	N	N	C	N	C	C	C	N	N	N	N	C	C	C	X	C	C	C
IV. Seek funds for "investment" purposes.	N	N	N	C	D	N	N	N	N	N	N	N	N	N	C	C	C	X	N	N
V. Assure an adequate level of funding, high enrollment, diversity and excellence.	N	N	N	N	C	D	N	N	C	C	C	C	C	N	C	C	C	C	X	C
VI. Shift gradually a larger proportion of cost of college education to students.	N	N	N	N	C	C	N	N	C	N	N	N	N	N	C	C	C	N	C	X

EDUCATIONAL PROGRAM	LIBRARY								STUDENT DEVELOPMENT SERVICES										
	V	VI	VII	VIII	IX	X	XI	XII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
I. Critical exploration of values and ethics.	N	N	N	N	N	C	N	N	N	C	C	N	N	C	N	N	N	N	N
II. Education in cultural diversity.	N	N	N	C	C	C	N	N	N	N	N	N	N	N	N	N	N	N	N
III. Education concerning human interaction with the environment.	N	N	N	N	C	C	N	N	N	N	N	N	N	N	N	N	N	N	N
IV. Elevation of communication skills and appreciation of language arts.	N	N	N	N	N	N	N	N	N	N	N	N	C	C	N	N	N	N	N
V. Commitment in academic programs to meet needs of all elements of society.	C	C	N	C	C	C	N	C	N	C	C	C	C	C	C	N	N	C	N
FINANCIAL RESOURCES																			
I. Institute a program of continuous re-examination of financial priorities.	C	N	C	N	N	N	N	N	N	N	C	C	N	N	C	C	C	C	C
II. Pursue a program of conservation of resources.	N	C	C	N	C	N	N	N	C	N	C	C	N	N	C	C	C	C	C
III. Pursue a policy of re-allocating resources.	C	C	C	C	N	C	N	C	C	N	C	C	N	N	C	N	C	C	C
IV. Seek funds for "investment" purposes.	N	N	N	C	N	C	N	N	N	N	N	N	N	N	C	N	N	N	C
V. Assure an adequate level of funding, high enrollment, diversity and excellence.	N	N	N	N	N	N	N	N	C	N	C	C	N	N	C	N	C	C	C
VI. Shift gradually a larger proportion of cost of college education to students.	N	N	N	N	N	N	N	C	C	C	C	C	N	N	C	C	C	C	C

EDUCATIONAL PROGRAM	FACULTY																		LIBRARY			
	I(A)	I(B)	I(C)	I(D)	II (A1)	II (A2)	II (B1)	II (B2)	II (B3)	III (A)	III (B)	IV (A)	IV (B)	V (A)	V (B)	V (C)	V (D)	V (E)	I	II	III	IV
ritical exploration of alues and ethics.	C	C	C	C	C	C	C	C	C	N	N	N	C	N	N	N	N	N	C	C	C	N
Education in cultural iversity.	C	N	C	N	C	C	C	C	C	N	N	N	C	N	N	N	N	N	C	C	C	C
ducation concerning uman interaction with the environment.	C	C	C	C	C	C	C	C	C	N	N	N	C	N	N	N	N	N	C	C	C	C
Elevation of communication kills and appreciation f language arts.	C	N	N	N	C	N	C	C	C	N	N	N	C	N	N	N	N	N	C	C	C	C
ommitment in academic programs to meet needs of all elements of society.	C	C	C	C	C	N	C	C	C	N	N	N	C	N	N	N	N	N	C	C	C	C
FINANCIAL RESOURCES																						
nstitute a program of ntinuous reexamination of financial priorities.	N	N	N	N	N	N	N	N	N	N	N	C	C	N	N	N	N	C	C	C	C	N
Pursue a program of conservation of resources.	C	C	N	C	N	N	N	N	N	N	N	C	C	N	N	N	N	N	C	C	C	N
rsue policy of re-llocating resources.	N	C	N	N	C	N	N	N	N	N	N	C	C	N	N	N	N	N	C	C	C	N
Seek funds for "investment" purposes.	C	N	N	C	N	N	N	N	N	N	N	C	C	N	N	N	N	N	C	C	N	C
ssure an adequate level f funding, high enrollment, diversity and excellence.	C	N	N	C	C	N	C	N	N	N	N	N	C	N	N	N	N	N	C	C	N	N
Shift gradually a larger proportion of cost of ollege education to udents.	N	N	N	N	N	N	N	N	N	N	N	C	C	N	N	N	N	N	C	N	N	N

EDUCATIONAL PROGRAM	PHYSICAL RESOURCES									SPECIAL ACTIVITIES							GRADUATE PROGRAM				RESEARCH		
	I	II	III	IV	V	VI	VII	VIII	IX	I	II	III	IV	V	VI	VII	I	II	III	IV	I	II	
al exploration of lues and ethics.	N	N	N	N	N	N	N	N	N	C	N	C	C	C	N	N	N	C	N	N	N	N	
Education in cultural diversity.	N	N	N	N	N	N	N	N	N	C	N	C	C	C	N	C	N	C	N	C	N	N	
ucation concerning man interaction with e environment.	N	N	C	N	N	C	N	C	C	C	N	N	N	N	N	N	N	C	N	C	N	N	
Elevation of communication skills and appreciation of language arts.	N	N	N	C	N	N	N	N	N	C	N	C	C	C	N	N	N	N	N	N	N	N	
mmitment in academic ograms to meet needs of all elements of society.	N	N	N	N	N	N	C	N	C	C	C	C	C	C	N	C	C	C	C	C	N	N	
FINANCIAL RESOURCES																							
Institute a program of ntinuous reexamination of financial priorities.	C	C	C	C	N	C	C	C	C	N	C	C	C	C	N	C	N	C	C	C	C	N	
rsue a program of conservation of resources.	C	C	C	C	C	C	C	C	C	N	C	C	C	C	C	C	N	N	N	N	C	N	
Pursue policy of re-locating resources.	C	C	C	C	N	N	C	C	C	N	C	C	C	C	N	C	N	C	C	C	C	C	
ek funds for "investment" purposes.	C	C	C	C	C	C	C	C	N	C	C	C	C	C	N	C	N	N	C	N	C	C	
Assure an adequate level funding, high enrollment, diversity and cellence.	C	N	C	N	N	N	N	N	C	C	C	C	C	C	N	C	C	C	C	C	N	C	
ift gradually a larger proportion of cost of college education to students.	N	N	N	N	N	N	N	N	C	C	C	C	C	C	N	N	C	N	C	N	N	N	

COMPATIBILITY OF FACULTY OBJECTIVES WITH OTHER OBJECTIVES

	PURPOSE			ORGANIZATION AND ADMINISTRATION						EDUCATIONAL PROGRAM					FINANCIAL RESOURCES					
FACULTY	I	II	III	I	II	III	IV	V	VI	I	II	III	IV	V	I	II	III	IV	V	VI
I(A). Maintain quality faculty with varied talents & backgrounds.	N	N	N	N	C	C	C	N	C	C	C	C	C	C	N	C	N	C	C	N
I(B). Encourage research & publication efforts by faculty.	N	N	N	N	C	N	N	C	C	C	N	C	N	C	N	C	C	N	N	N
I(C). Encourage faculty to make contributions to community and region.	N	N	N	N	N	N	N	N	C	C	C	C	N	C	N	N	N	N	N	N
I(D). See that faculty are on cutting edge of disciplines.	N	N	N	N	N	N	N	C	C	C	N	C	N	C	N	C	N	C	C	N
II(A1). Make contingency plans for faculty responsiveness to changes in student population.	N	N	N	N	C	N	N	N	C	C	C	C	N	N	N	N	N	N	N	N
II(A2). Provide procedures & safeguards from litigation for faculty.	N	N	N	N	C	N	N	N	C	C	C	C	N	N	N	N	N	N	N	N
II(B1). Hold to special heritage of knowledge while responding to society's concerns.	N	C	C	N	N	C	N	N	C	C	C	C	C	C	N	N	N	N	C	N
II(B2). Build mutual respect & understanding between university & society.	N	N	N	N	N	N	N	N	C	C	C	C	C	C	N	N	N	N	N	N
II(B3). Encourage in faculty ethical values to protect individual rights & foster individual responsibility.	N	N	N	N	N	N	N	N	C	C	C	C	C	C	N	N	N	N	N	N

	LIBRARY								STUDENT DEVELOPMENT SERVICES										
FACULTY	V	VI	VII	VIII	IX	X	XI	XII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
I(A). Maintain quality faculty with varied talents & backgrounds.	C	C	C	C	C	C	C	C	N	N	N	N	N	N	N	N	N	N	N
I(B). Encourage research & publication efforts by faculty.	C	C	C	C	C	C	N	N	N	N	N	N	N	N	N	N	N	N	N
I(C). Encourage faculty to make contributions to community and region.	N	C	N	C	C	C	N	C	N	N	N	N	N	N	N	N	N	N	N
I(D). See that faculty are on cutting edge of disciplines.	C	C	N	C	C	N	N	N	N	N	N	N	N	N	N	N	N	N	N
II(A1). Make contingency plans for faculty responsiveness to changes in student population.	C	N	C	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N
II(A2). Provide procedures & safeguards from litigation for faculty.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
II(B1). Hold to special heritage of knowledge while responding to society's concerns.	C	N	N	N	N	C	N	C	N	N	N	N	N	N	N	N	N	N	N
II(B2). Build mutual respect & understanding between university & society.	N	N	N	N	N	C	N	N	N	C	C	C	N	N	C	N	N	N	C
II(B3). Encourage in faculty ethical values to protect individual rights & foster individual responsibility.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

	FACULTY																		LIBRARY			
FACULTY	I(A)	I(B)	I(C)	I(D)	II (A1)	II (A2)	II (B1)	II (B2)	II (B3)	III (A)	III (B)	IV (A)	IV (B)	V (A)	V (B)	V (C)	V (D)	V (E)	I	II	III	IV
aintain quality faculty ith varied talents & backgrounds.	X	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Encourage research & blication efforts faculty.	C	X	N	C	C	C	C	C	N	C	N	C	C	N	N	N	N	N	C	C	C	C
courage faculty to make contributions to community and region.	C	N	X	N	C	N	C	C	C	C	N	N	C	N	N	N	N	N	C	C	N	C
See that faculty are n cutting edge of isciplines.	C	C	N	X	C	C	C	C	N	C	N	C	C	N	N	N	N	C	C	C	C	C
ake contingency plans for faculty responsiveness to changes in student population.	C	C	C	C	X	N	C	C	C	N	N	N	C	N	N	N	N	C	C	C	C	N
rovide procedures & safe- uards from litigation r faculty.	C	C	N	C	N	X	C	C	C	C	N	C	C	C	C	N	N	C	N	N	N	N
old to special heritage of knowledge while responding to society's concerns.	C	C	C	C	C	C	X	C	C	N	N	N	C	N	N	N	N	N	C	C	C	C
uild mutual respect & nderstanding between niversity & society.	C	C	C	C	C	C	C	X	C	N	N	N	C	C	C	C	C	C	N	N	N	N
ncourage in faculty ethical values to protect indiv. rights & foster indiv. responsibility.	C	N	C	N	C	C	C	C	X	N	N	N	C	C	C	N	N	N	N	N	N	N

	PHYSICAL RESOURCES									SPECIAL ACTIVITIES							GRADUATE PROGRAM				RESEARCH	
FACULTY	I	II	III	IV	V	VI	VII	VIII	IX	I	II	III	IV	V	VI	VII	I	II	III	IV	I	II
aintain quality faculty ith varied talents & ackgrounds.	C	N	C	C	N	N	C	N	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Encourage research & publication efforts by aculty.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	C	C	C	C	C	C
ncourage faculty to make ontributions to community and region.	N	N	C	C	N	N	N	N	N	C	C	C	C	C	C	C	N	C	C	C	N	C
See that faculty are on cutting edge of isciplines.	N	N	N	N	N	N	C	N	N	C	N	N	N	N	N	N	C	C	C	C	C	C
ake contingency plans for aculty responsiveness to hanges in student population.	N	N	N	N	N	N	C	C	C	C	C	N	N	C	N	C	C	C	N	C	N	C
Provide procedures & safe- guards from litigation for aculty.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
eld to special heritage f knowledge while responding to society's concerns.	[illegible]	N	C	C	N	N	C	N	C	C	N	C	C	C	N	C	C	C	N	C	N	C
Build mutual respect & nderstanding between niversity & society.	N	N	C	C	N	N	N	N	N	C	C	C	C	C	N	C	C	C	C	C	N	C
ncourage in faculty thical values to protect individual rights & foster indiv. responsibility.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

COMPATIBILITY OF FACULTY OBJECTIVES WITH OTHER OBJECTIVES (CONTINUED)

FACULTY	PURPOSE I	PURPOSE II	PURPOSE III	ORGANIZATION AND ADMINISTRATION I	II	III	IV	V	VI	EDUCATIONAL PROGRAM I	II	III	IV	V	FINANCIAL RESOURCES I	II	III	IV	V	VI
III(A). Sharpen process to evaluate faculty effectiveness.	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N
III(B). Avoid full-time/part-time conflicts.	N	N	N	N	C	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N
IV(A). Hold faculty loss in real income to national average & increase "indirect" compensation.	N	N	N	N	C	C	N	N	C	N	N	N	N	N	C	C	C	C	N	C
IV(B). Acquire and maintain the best possible faculty.	N	N	N	N	C	C	N	C	C	C	C	C	C	C	C	C	C	C	C	C
V(A). Strengthen & nurture Faculty Assembly at USC.	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N
VI(A). Encourage development of USC faculty senate.	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N
VI(B). Faculty senate to define university committee structure.	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N
VI(C). More interaction between university committee & faculty senate & faculty.	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N
VI(D). Elected faculty committee to advise chancellor on retrenchment.	N	N	N	N	C	N	N	N	N	N	N	N	N	N	C	N	N	N	N	N

FACULTY	LIBRARY V	VI	VII	VIII	IX	X	XI	XII	STUDENT DEVELOPMENT SERVICES I	II	III	IV	V	VI	VII	VIII	IX	X	XI
III(A). Sharpen process to evaluate faculty effectiveness.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
III(B). Avoid full-time/part-time conflicts.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
IV(A). Hold faculty loss in real income to national average & increase "indirect" compensation.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
IV(B). Acquire and maintain the best possible faculty.	C	C	C	C	C	C	C	C	N	N	N	N	N	N	N	N	N	N	N
V(A). Strengthen & nurture Faculty Assembly at USC.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
VI(A). Encourage development of USC faculty senate.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
VI(B). Faculty senate to define university committee structure.	C	N	N	N	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N
VI(C). More interaction between university committee & faculty senate & faculty.	C	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N
VI(D). Elected faculty committee to advise chancellor on retrenchment.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Y	FACULTY																		LIBRARY			
	I(A)	I(B)	I(C)	I(D)	II (A1)	II (A2)	II (B1)	II (B2)	II (B3)	III (A)	III (B)	IV (A)	IV (B)	V (A)	V (B)	V (C)	V (D)	V (E)	I	II	III	IV
harpen process to valuate faculty effectiveness.	C	C	C	C	C	C	N	N	N	X	N	N	C	N	N	N	N	N	N	N	N	N
Avoid full-time part-ime conflicts.	C	N	N	N	N	N	N	N	N	N	X	C	C	N	N	N	N	C	N	N	N	N
old faculty loss in real ncome to national average & increase "indirect" ompensation.	C	C	N	C	N	C	N	N	N	N	C	X	C	C	C	N	N	C	N	N	N	N
Acquire and maintain he best possible faculty.	C	C	C	C	C	C	C	C	C	C	C	C	X	C	C	N	N	C	C	C	C	C
trengthen & nurture aculty Assembly of UNC.	C	N	N	N	N	C	N	C	C	N	N	C	C	X	C	C	C	C	N	N	N	N
Encourage development f ASU Faculty Senate.	C	N	N	N	N	C	N	C	C	N	N	C	C	C	X	C	C	C	N	N	N	N
aculty Senate to refine university committee structure.	C	N	N	N	N	N	N	C	N	N	N	N	N	C	C	X	C	C	N	N	N	N
ore interaction between niversity councils & aculty Senate & Faculty.	C	N	N	N	N	N	N	C	N	N	N	[illegible]	[illegible]	[illegible]	C	C	X	C	N	N	N	N
lected faculty committee to advise Chancellor on retrenchment.	C	N	N	C	C	C	N	C	N	N	C	C	C	C	C	C	C	X	N	N	N	N

FACULTY	PHYSICAL RESOURCES									SPECIAL ACTIVITIES							GRADUATE PROGRAM				RESEARCH	
	I	II	III	IV	V	VI	VII	VIII	IX	I	II	III	IV	V	VI	VII	I	II	III	IV	I	II
harpen process to valuate faculty ffectiveness.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	C	C
Avoid full-time part-time conflicts.	N	N	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N
old faculty loss in eal income to national verage & increase "in-direct" compensation.	N	N	N	N	N	N	N	N	C	N	N	C	N	N	N	N	N	N	N	N	N	N
Acquire and maintain the best possible aculty.	C	N	C	C	N	N	C	N	C	C	C	C	C	C	C	C	C	C	C	C	C	C
trengthen & nurture aculty Assembly of UNC.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Encourage development f ASU Faculty Senate.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
aculty Senate to re-fine university committee structure.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
More interaction between niversity councils & aculty Senate & faculty.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
lected faculty committee to advise Chancellor on retrenchment.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

COMPATIBILITY OF LIBRARY OBJECTIVES WITH OTHER OBJECTIVES

LIBRARY	PURPOSE			ORGANIZATION AND ADMINISTRATION						EDUCATIONAL PROGRAM					FINANCIAL RESOURCES					
	I	II	III	I	II	III	IV	V	VI	I	II	III	IV	V	I	II	III	IV	V	VI
I. Library holdings to keep pace with demands & ACRL standards.	N	N	N	N	N	N	N	N	C	C	C	C	C	C	C	C	C	C	C	C
II. Insure adequate funding for purchase of library materials.	N	N	N	N	C	N	N	N	C	C	C	C	C	C	C	C	C	C	C	N
III. Develop collection philosophy as basis for resource allocation.	N	N	N	N	N	N	N	N	C	N	C	C	C	C	C	C	C	N	N	N
IV. Add staff with special expertise to improve information services.	N	N	N	N	N	N	N	N	C	N	C	C	C	C	N	N	N	C	N	N
V. Library administration to be consulted on resources for new academic program.	N	N	N	N	N	N	N	N	C	N	N	N	N	C	C	N	C	N	N	N
VI. Use computer technology for a total library system.	N	N	N	C	N	N	N	C	C	N	N	N	N	C	N	C	C	N	N	N
VII. Conduct ongoing studies of library.	N	N	N	N	C	N	N	N	C	N	N	N	N	N	C	C	C	N	N	N
VIII. Participate in online information retrieval & resource sharing networks.	N	N	N	C	N	N	N	N	C	N	C	N	N	C	N	N	C	C	N	N
IX. Provide access to microform & government document collections in main card catalog.	N	N	N	N	N	N	N	N	C	N	C	C	N	C	N	C	N	N	N	N
X. Become major repository for manuscripts on Southern Appalachians.	N	N	N	N	N	N	N	N	C	C	C	C	N	C	N	N	C	C	N	N
XI. Cooperative participation by library administrators, faculty, staff, & LRC in management decisions.	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N
XII. Develop procedures for library support of off-campus classes.	N	N	N	N	N	N	N	N	C	N	N	N	N	C	N	N	C	N	N	C

LIBRARY	LIBRARY								STUDENT DEVELOPMENT SERVICES										
	V	VI	VII	VIII	IX	X	XI	XII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
I. Library holdings to keep pace with demands & ACRL standards.	C	C	C	C	C	N	N	C	N	N	N	N	N	N	N	N	N	N	N
II. Insure adequate funding for purchase of library materials.	C	C	C	C	C	C	N	C	N	N	N	N	N	N	N	N	N	N	N
III. Develop collection philosophy as basis for resource allocation.	C	C	C	C	N	C	C	C	N	N	N	N	N	N	N	N	N	N	N
IV. Add staff with special expertise to improve information services.	C	C	C	C	C	C	C	C	N	N	N	N	N	N	N	N	N	N	N
V. Library administration to be consulted on resources for new academic program.	X	C	C	C	C	C	C	C	N	N	N	C	N	N	N	N	N	N	N
VI. Use computer technology for a total library system.	C	X	C	C	C	N	C	C	N	N	N	N	N	N	N	N	N	N	N
VII. Conduct ongoing studies of library.	C	C	X	C	C	C	C	C	N	N	N	N	N	N	N	N	N	N	N
VIII. Participate in online information retrieval & resource sharing networks.	C	C	C	X	C	C	C	C	N	N	N	N	N	N	N	N	N	N	N
IX. Provide access to microform & government document collections in main card catalog.	C	C	C	C	X	C	C	C	N	N	N	N	N	N	N	N	N	N	N
X. Become major repository for manuscripts on Southern Appalachians.	C	N	C	C	C	X	C	C	N	N	N	N	N	N	N	N	N	N	N
XI. Cooperative participation by library administrators, faculty, staff, & LRC in management decisions.	C	C	C	C	C	C	X	C	N	N	N	N	N	N	N	N	N	N	N
XII. Develop procedures for library support of off-campus classes.	C	C	C	C	C	C	C	X	N	N	N	C	N	N	N	N	N	N	N

LIBRARY	FACULTY																		LIBRARY			
	I(A)	I(B)	I(C)	I(D)	II (A1)	II (A2)	II (B1)	II (B2)	II (B3)	III (A)	III (B)	IV (A)	IV (B)	V (A)	V (B)	V (C)	V (D)	V (E)	I	II	III	IV
Library holdings to keep pace with demands & ACRL standards.	C	C	C	C	C	N	C	N	N	N	N	N	C	N	N	N	N	N	X	C	C	C
Insure adequate funding for purchase of library materials.	C	C	C	C	C	N	C	N	N	N	N	N	C	N	N	N	N	N	C	X	C	C
Develop collections philosophy as basis for resource allocation.	C	C	N	C	C	N	C	N	N	N	N	N	C	N	N	N	N	N	C	C	X	C
Add staff with special expertise to improve information services.	C	C	C	C	N	N	C	N	N	N	N	N	C	N	N	N	N	N	C	C	C	X
Library administration to be consulted on resources for new academic program.	C	C	N	C	C	N	C	N	N	N	N	N	C	N	N	C	C	N	C	C	C	C
Use computer technology for a total library system.	C	C	C	C	N	N	N	N	N	N	N	N	C	N	N	N	N	N	C	C	C	C
Conduct ongoing studies of library.	C	C	N	N	C	N	N	N	N	N	N	N	C	N	N	N	N	N	C	C	C	C
Online information retrieval & resource-sharing networks.	C	C	C	C	N	N	N	N	N	N	N	N	C	N	N	N	N	N	C	C	C	C
Better access to microform & government documents.	C	C	C	C	N	N	N	N	N	N	N	N	C	N	N	N	N	N	C	C	N	C
Major repository for mss on Southern Appalachian	C	C	C	N	N	N	C	C	N	N	N	N	C	N	N	N	N	N	N	C	C	C
Cooperative participation by all elements in library management decisions.	C	N	N	N	N	N	N	N	N	N	N	N	C	N	N	N	C	N	N	N	C	C
Develop procedures for library support of off-campus classes.	C	N	C	N	C	N	C	N	N	N	N	N	C	N	N	N	N	N	C	C	C	C

LIBRARY	PHYSICAL RESOURCES									SPECIAL ACTIVITIES							GRADUATE PROGRAM				RESEARCH	
	I	II	III	IV	V	VI	VII	VIII	IX	I	II	III	IV	V	VI	VII	I	II	III	IV	I	II
Library holdings to keep pace with demands & ACRL standards.	N	N	N	N	N	N	N	N	N	C	N	N	N	C	N	C	C	C	N	C	N	C
Insure adequate funding for purchase of library materials.	N	N	N	C	N	N	C	N	N	C	N	N	N	C	N	C	C	C	N	C	N	C
Develop collections philosophy as basis for resource allocation.	N	N	[illegible]	N	N	N	N	N	N	C	N	N	N	C	N	C	N	C	N	C	N	C
Add staff with special expertise to improve information services.	N	N	[illegible]	C	N	N	N	N	N	C	C	N	N	C	N	N	C	C	N	C	N	C
Library administration to be consulted on resources for new academic program.	N	[illegible]	N	N	N	N	N	N	N	C	C	N	N	C	N	N	N	C	N	C	N	N
Use computer technology for a total library system.	C	N	N	C	N	N	N	N	N	C	C	N	N	N	N	N	N	C	N	C	N	C
Conduct ongoing studies of library.	C	C	C	C	N	N	C	N	N	C	C	N	N	N	N	N	N	N	N	N	N	C
Online information retrieval & resource-sharing networks.	[illegible]	N	C	C	N	N	N	C	N	C	C	N	N	C	N	N	C	C	N	C	N	C
Better access to microform & government documents.	N	N	N	C	N	N	N	N	N	C	C	N	N	C	N	N	C	C	N	C	N	C
Major repository for mss on Southern Appalachian.	C	N	N	N	C	N	C	N	N	N	N	N	N	N	N	C	C	C	N	C	N	C
Cooperative participation by all elements in library management decisions.	C	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Develop procedures for library support of off-campus classes.	N	N	N	C	N	N	N	C	N	C	C	N	N	N	N	N	C	C	N	C	N	N

COMPATIBILITY OF STUDENT DEVELOPMENT SERVICES OBJECTIVES WITH OTHER OBJECTIVES

STUDENT DEVELOPMENT SERVICES	PURPOSE			ORGANIZATION AND ADMINISTRATION						EDUCATIONAL PROGRAM					FINANCIAL RESOURCES					
	I	II	III	I	II	III	IV	V	VI	I	II	III	IV	V	I	II	III	IV	V	VI
I. Student Affairs structured to offer wide range of services efficiently.	N	N	N	N	N	C	N	N	C	N	N	N	N	N	N	C	C	N	C	C
II. Improve student academic advising and career counseling.	N	N	N	N	N	C	N	N	C	C	N	N	N	C	N	N	N	N	N	C
III. Psychological Services Center adequately funded, housed, & staffed.	N	N	N	N	N	C	N	N	C	C	N	N	N	C	C	C	C	N	C	C
IV. Program of extra-class & co-curricular activities to be continued.	N	N	N	N	N	C	N	N	C	N	N	N	N	C	C	C	C	N	C	C
V. Strengthen structure for involving students in institutional government.	N	N	N	N	N	C	N	N	C	N	N	N	C	C	N	N	N	N	N	N
VI. Involve students in effective student judiciary system.	N	N	N	N	N	C	N	N	C	C	N	N	C	C	N	N	N	N	N	N
VII. Make aid available to academically financially deserving students.	N	N	N	N	C	C	N	N	C	N	N	N	N	C	C	C	C	C	C	C
VIII. Housing facilities to be operated more efficiently & effectively.	N	N	N	C	C	C	N	N	C	N	N	N	N	N	C	C	N	N	N	C
IX. Students to be provided better health services.	N	N	N	N	N	C	N	N	C	N	N	N	N	N	C	C	C	N	C	C
X. Offer campus recreation program to meet student needs.	N	N	N	N	N	C	N	N	C	N	N	N	N	C	C	C	C	N	C	C
XI. A varsity sports program which conforms to conference guidelines & purpose of university.	N	N	N	N	N	C	N	N	C	N	N	N	N	N	C	C	C	C	C	C

STUDENT DEVELOPMENT SERVICES	LIBRARY								STUDENT DEVELOPMENT SERVICES										
	V	VI	VII	VIII	IX	X	XI	XII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
I. Student Affairs structured to offer wide range of services efficiently.	N	N	N	N	N	N	N	N	X	C	C	C	C	C	C	C	C	C	C
II. Improve student academic advising and career counseling.	N	N	N	N	N	N	N	N	C	X	C	C	N	N	N	N	N	N	N
III. Psychological Services Center adequately funded, housed, & staffed.	N	N	N	N	N	N	N	N	C	C	X	N	N	N	N	N	C	N	N
IV. Program of extra-class & co-curricular activities to be continued.	C	N	N	N	N	N	N	C	C	C	N	X	C	C	N	N	N	C	N
V. Strengthen structure for involving students in institutional government.	N	N	N	N	N	N	N	N	C	N	N	C	X	N	N	N	N	N	N
VI. Involve students in effective student judiciary system.	N	N	N	N	N	N	N	N	C	N	N	C	N	X	N	N	N	N	N
VII. Make aid available to academically financially deserving students.	N	N	N	N	N	N	N	N	C	N	N	N	N	N	X	N	N	N	N
VIII. Housing facilities to be operated more efficiently & effectively.	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N	X	N	N	N
IX. Students to be provided better health services.	N	N	N	N	N	N	N	N	C	N	C	N	N	N	N	N	X	C	N
X. Offer campus recreation program to meet student needs.	N	N	N	N	N	N	N	N	C	N	N	C	N	N	N	N	C	X	N
XI. A varsity sports program which conforms to conference guidelines & purpose of university.	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	X

STUDENT DEVELOPMENT SERVICES	FACULTY																		LIBRARY			
	I(A)	I(B)	I(C)	I(D)	II (A1)	II (A2)	II (B1)	II (B2)	II (B3)	III (A)	III (B)	IV (A)	IV (B)	V (A)	V (B)	V (C)	V (D)	V (E)	I	II	III	IV
Student Affairs structured to offer wide range of services efficiently.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Improve student academic advising and career counseling.	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Psychological Services Center adequately funded housed, & staffed.	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Program of extra-class & co-curricular activities to be continued.	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Strengthen structure for involving students in institutional govnmt.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N
Involve students in effective student judiciary system.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Make aid available to academically financially deserving students.	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Housing facilities to be operated more efficiently & effect.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Students to be provided better health services.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Offer campus recreation program to meet student needs.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
A varsity sports program which conforms to conference guidelines & purpose.	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	N	N

STUDENT DEVELOPMENT SERVICES	PHYSICAL RESOURCES									SPECIAL ACTIVITIES							GRADUATE PROGRAM				RESEARCH		
	I	II	III	IV	V	VI	VII	VIII	IX	I	II	III	IV	V	VI	VII	I	II	III	IV	I	II	
Student Affairs structured to offer wide range of services eff.	N	N	N	N	N	N	N	N	C	C	C	C	C	C	N	C	N	N	N	N	N	N	
Improve student academic advising and career counseling.	N	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	
Psychological Services Center adequately funded housed, and staffed.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
Program of extra-class & co-curricular activities to be continued.	N	N	N	N	N	N	N	N	C	N	N	C	C	C	N	N	N	N	N	N	N	N	
Strengthen structure for involving students in institutional govnmt.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
Involve students in effective student judiciary system.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
Make aid available to academically financially deserving students.	N	N	N	N	N	N	N	N	N	N	N	N	N	C	N	N	N	N	C	N	N	N	
Housing facilities to be operated more efficiently & effectively.	N	C	C	C	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
Students to be provided better health services.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
Offer campus recreation Program to meet student needs.	C	N	N	N	N	C	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	N	
A varsity sports program which conforms to conference guidelines & purpose of university.	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	N	

COMPATIBILITY OF PHYSICAL RESOURCES OBJECTIVES WITH OTHER OBJECTIVES

PHYSICAL RESOURCES	PURPOSE			ORGANIZATION AND ADMINISTRATION						EDUCATIONAL PROGRAM					FINANCIAL RESOURCES					
	I	II	III	I	II	III	IV	V	VI	I	II	III	IV	V	I	II	III	IV	V	VI
I. Develop comprehensive phased plan for campus development.	N	N	N	C	N	C	N	N	N	N	N	C	N	N	C	C	C	C	C	N
II. Institute more efficient maintenance program.	N	N	N	C	C	N	N	N	N	N	N	N	N	N	C	C	C	C	N	N
III. University to be leader in controlled energy use & model demonstration campus.	N	N	N	C	C	C	N	N	N	N	N	C	N	N	C	C	C	C	C	N
IV. Improve ASU's communication facilities.	N	N	N	C	C	N	N	N	N	N	N	N	C	N	C	C	C	C	N	N
V. Campaign to acquire Dougherty family house and property.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	C	N	C	N	N
VI. Identify desirable tracts of land and develop acquisition plan.	N	N	N	N	C	N	N	N	N	N	N	C	N	N	C	C	N	C	N	N
VII. Give program demands prime emphasis in setting capital expansion priorities.	N	N	N	N	C	N	N	N	N	N	N	N	N	C	C	C	C	C	N	N
VIII. Place increased importance upon transportation resources.	N	N	N	C	C	N	N	N	N	N	N	C	N	N	C	C	C	C	N	N
IX. Improve university recreational facilities.	N	N	N	N	N	C	N	N	C	N	N	C	N	C	C	C	C	N	C	C

PHYSICAL RESOURCES	LIBRARY								STUDENT DEVELOPMENT SERVICES										
	V	VI	VII	VIII	IX	X	XI	XII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
I. Develop comprehensive phased plan for campus development.	N	C	C	N	N	C	C	N	N	N	N	N	N	N	N	N	N	C	N
II. Institute more efficient maintenance program.	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	C	N	N	N
III. University to be leader in controlled energy use & model demonstration campus.	N	N	C	C	N	N	N	N	N	N	N	N	N	N	N	C	N	N	N
IV. Improve ASU's communication facilities.	N	C	C	C	C	N	N	C	N	N	N	N	N	N	N	C	N	N	N
V. Campaign to acquire Dougherty family house and property.	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	N
VI. Identify desirable tracts of land and develop acquisition plan.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	C	N
VII. Give program demands prime emphasis in setting capital expansion priorities.	N	N	C	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	N
VIII. Place increased importance upon transportation resources.	N	N	N	C	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N
IX. Improve university recreational facilities.	N	N	N	N	N	N	N	N	C	N	N	C	N	N	N	N	N	C	C

PHYSICAL RESOURCES	FACULTY																		LIBRARY			
	I(A)	I(B)	I(C)	I(D)	II (A1)	II (A2)	II (B1)	II (B2)	II (B3)	III (A)	III (B)	IV (A)	IV (B)	V (A)	V (B)	V (C)	V (D)	V (E)	I	II	III	IV
evelop comprehensive hased plan for campus development.	C	N	N	N	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N
Institute more efficient aintenance program.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
niversity to be leader in controlled energy use & model demonstration campus.	C	N	C	N	N	N	C	C	N	N	N	N	C	N	N	N	N	N	N	N	N	N
mprove ASU's communi- ation facilities.	C	N	C	N	N	N	C	C	N	N	N	N	C	N	N	N	N	N	N	C	N	C
ampaign to acquire Dougherty family house and property.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
dentify desirable tracts f land and develop acuisition plan.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
ive program demands prime emphasis in setting capital expansion priorities.	[illegible]	N	N	C	C	N	C	N	N	N	N	N	C	N	N	N	N	N	N	C	N	N
lace importance upon ransportation resources.	N	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Improve university recreational facilities.	C	N	N	N	C	N	C	N	N	N	N	C	C	N	N	N	N	N	N	N	N	N

PHYSICAL RESOURCES	PHYSICAL RESOURCES									SPECIAL ACTIVITIES							GRADUATE PROGRAM				RESEARCH	
	I	II	III	IV	V	VI	VII	VIII	IX	I	II	III	IV	V	VI	VII	I	II	III	IV	I	II
evelop comprehensive hased plan for ampus development.	X	C	C	C	C	C	C	C	C	N	C	N	C	N	N	N	N	N	N	N	N	N
Institute more efficient aintenance program.	C	X	C	C	N	N	N	C	C	N	C	N	C	N	N	N	N	N	N	N	N	N
niversity to be leader n controlled energy use & model demonstration campus.	C	C	X	C	N	N	N	C	N	N	C	N	N	N	N	C	N	N	N	N	N	N
mprove ASU's communi- ation facilities.	C	C	C	X	N	N	C	C	N	C	C	N	C	N	N	N	N	N	N	N	N	C
ampaign to acquire Dougherty family house and property.	C	N	N	N	X	C	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N
Identify desirable tracts f land and develop acuisition plan.	C	N	N	N	C	X	C	N	C	N	N	N	N	N	N	N	N	N	N	N	N	N
ive program demands prime emphasis in setting capital expandion priorities.	C	N	N	C	N	C	X	N	C	N	N	N	C	C	N	N	N	N	N	N	N	N
lace increased importance pon transportation esources.	C	C	C	C	N	N	N	X	N	C	C	N	N	N	N	N	N	N	N	N	N	N
Improve university recreational facilities.	C	C	N	N	N	C	C	N	X	N	N	N	N	N	N	N	N	N	N	N	N	N

COMPATIBILITY OF SPECIAL ACTIVITES, GRADUATE PROGRAM AND RESEARCH OBJECTIVES WITH OTHER OBJECTIVES

SPECIAL ACTIVITIES	PURPOSE			ORGANIZATION AND ADMINISTRATION						EDUCATIONAL PROGRAM					FINANCIAL RESOURCES					
	I	II	III	I	II	III	IV	V	VI	I	II	III	IV	V	I	II	III	IV	V	VI
I. Provide broad range of academically sound continuing education services.	N	N	N	N	C	C	N	N	C	C	C	C	C	C	N	N	N	C	C	C
II. Provide continuing education services as efficiently as possible.	N	N	N	C	C	C	N	N	C	N	N	N	N	C	C	C	C	C	C	C
III. Provide cultural activities throughout entire year.	N	N	N	N	N	C	N	N	C	C	C	N	C	C	C	C	C	C	C	C
IV. Provide adequate facilities for performing arts & other cultural activities.	N	N	N	N	N	C	N	N	C	C	C	N	C	C	C	C	C	C	C	C
V. Provide facilities, financial assistance, etc. for international studies.	N	N	N	N	N	C	N	N	C	C	C	N	C	C	C	C	C	C	C	C
VI. Integrate facilities of CCE into life of university.	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N	C	N	N	N	N
VII. Provide environment open & conducive to special service projects.	N	N	N	N	N	C	N	N	C	N	C	N	N	C	C	C	C	C	C	N
GRADUATE PROGRAM																				
I. Maintain graduate enrollment at or above, current levels.	N	N	N	N	N	C	N	N	C	N	N	N	N	C	N	N	N	N	C	C
II. Increase flexibility of Graduate School to meet changing needs.	N	N	N	N	N	C	N	N	C	C	C	C	N	C	C	N	C	N	C	N
III. Increase funding for graduate assistantships, scholarships, and research.	N	N	N	N	N	C	N	N	C	N	N	N	N	C	C	N	C	C	C	C
IV. Develop & encourage non-traditional graduate degree programs.	N	N	N	N	N	C	N	N	C	N	C	C	N	C	C	N	C	N	C	N
RESEARCH																				
I. Develop an effective administrative structure for advancement of research.	N	N	N	N	N	N	C	C	C	N	N	N	N	N	C	C	C	C	N	N
II. Elevate importance of research activities.	N	N	N	N	N	N	N	C	C	N	N	N	N	N	N	N	C	C	C	N

SPECIAL ACTIVITIES	LIBRARY								STUDENT DEVELOPMENT SERVICES										
	V	VI	VII	VIII	IX	X	XI	XII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
I. Provide broad range of academically sound continuing education services.	C	C	C	C	C	N	N	C	C	C	N	N	N	N	N	N	N	N	N
II. Provide continuing education services as efficiently as possible.	C	C	C	C	C	N	N	C	C	N	N	N	N	N	N	N	N	N	N
III. Provide cultural activities throughout entire year.	N	N	N	N	N	N	N	N	C	N	N	C	N	N	N	N	N	N	N
IV. Provide adequate facilities for performing arts & other cultural activities.	N	N	N	N	N	N	N	N	C	N	N	C	N	N	N	N	N	N	N
V. Provide facilities, financial assistance, etc. for international studies.	C	N	N	C	C	N	N	N	C	N	N	C	N	N	C	N	N	N	N
VI. Integrate facilities of CCE into life of university.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
VII. Provide environment open & conducive to special service projects.	N	N	N	N	N	C	N	N	C	N	N	N	N	N	N	N	N	N	N
GRADUATE PROGRAM																			
I. Maintain graduate enrollment at, or above, current levels.	N	N	N	C	C	C	N	C	N	N	N	N	N	N	N	N	N	N	N
II. Increase flexibility of Graduate School to meet changing needs.	C	C	N	C	C	C	N	C	N	N	N	N	N	N	N	N	N	N	N
III. Increase funding for graduate assistantships, scholarships, and research.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	C	N	N	N	N
IV. Develop & encourage non-traditional graduate degree programs.	C	C	N	C	C	C	N	C	N	N	N	N	N	N	N	N	N	N	N
RESEARCH																			
I. Develop an effective administrative structure for advancement of research.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
II. Elevate importance of research activities.	N	C	C	C	C	C	N	N	N	N	N	N	N	N	N	N	N	N	N

SPECIAL ACTIVITIES	FACULTY I(A)	I(B)	I(C)	I(D)	II (A1)	II (A2)	II (B1)	II (B2)	II (B3)	III (A)	III (B)	IV (A)	IV (B)	V (A)	V (B)	V (C)	V (D)	V (E)	LIBRARY I	II	III	IV
Provide broad range of academically sound continuing education services.	C	N	C	C	C	N	C	C	N	N	N	N	C	N	N	N	N	N	C	C	C	C
Provide continuing education services as efficiently as possible.	C	N	C	N	C	N	N	C	N	N	C	N	C	N	N	N	N	N	N	N	N	C
Provide cultural activities throughout entire year.	C	N	C	N	N	N	C	C	N	N	N	C	C	N	N	N	N	N	N	N	N	N
Provide adequate facilities for performing arts & other cultural activ.	C	N	C	N	N	N	C	C	N	N	N	N	C	N	N	N	N	N	N	N	N	N
Provide facilities, financial assistance, etc. for international studies.	C	N	C	N	C	N	C	C	N	N	N	N	C	N	N	N	N	N	C	C	C	C
Integrate facilities of CCE into life of university.	C	N	C	N	N	N	N	N	N	N	N	N	C	N	N	N	N	N	N	N	N	N
Provide environment open & conducive to special service projects.	C	N	C	N	C	N	C	C	N	N	N	N	C	N	N	N	N	N	C	C	C	N
GRADUATE PROGRAM																						
Maintain graduate enrollment at, or above, current levels.	C	C	N	C	C	N	C	C	N	N	N	N	C	N	N	N	N	N	C	C	N	C
Increase flexibility of Graduate School to meet changing needs.	C	C	C	C	C	N	C	C	N	N	N	N	C	N	N	N	N	N	C	C	C	C
Increase funding for graduate assistshps, schlrshps, & research.	C	C	C	C	N	N	N	C	N	N	N	N	C	N	N	N	N	N	N	N	N	N
Develop & encourage non-traditional graduate degree programs.	C	C	C	C	C	N	C	C	N	N	N	N	C	N	N	N	N	N	C	C	C	C
RESEARCH																						
Develop an effective administrative structure for advancement of res.	C	C	N	C	N	N	N	N	N	C	N	N	C	N	N	N	N	N	N	N	N	N
Elevate importance of research activities.	C	C	C	C	C	N	C	C	N	C	N	N	C	N	N	N	N	N	C	C	C	C

SPECIAL ACTIVITIES	PHYSICAL RESOURCES I	II	III	IV	V	VI	VII	VIII	IX	SPECIAL ACTIVITIES I	II	III	IV	V	VI	VII	GRADUATE PROGRAM I	II	III	IV	RESEARCH I	II
Provide broad range of academically sound continuing education services.	N	N	N	C	N	N	N	C	N	X	C	N	N	N	N	N	C	C	N	C	N	N
Provide continuing education services as efficiently as possible.	C	C	C	C	N	N	N	C	N	C	X	N	N	N	N	N	C	C	N	C	N	N
Provide cultural activities throughout entire year.	N	N	N	N	N	N	N	N	N	N	N	X	C	C	N	N	N	N	N	N	N	N
Provide adequate facilities for performing arts & other cultural activ.	C	C	N	C	C	N	C	N	N	N	N	C	X	C	N	N	N	N	N	N	N	N
Provide facilities, financial assistance, etc. for international studies.	N	N	N	N	N	N	C	N	N	N	N	C	C	X	N	N	N	N	C	C	N	N
Integrate facilities of CCE into life of university.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	X	N	N	N	N	N	N	N
Provide environment open & conducive to special service projects.	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	X	N	N	N	N	N	N
GRADUATE PROGRAM																						
Maintain graduate enrollment at, or above, current levels.	N	N	N	N	N	N	N	N	N	C	C	N	N	N	N	N	X	C	C	C	N	C
Increase flexibility of Graduate School to meet changing needs.	N	N	N	N	N	N	N	N	N	C	C	N	N	N	N	N	C	X	C	C	N	N
Increase funding for graduate assistshps, schlrshps, & research.	N	N	N	N	N	N	N	N	N	N	N	N	N	C	N	N	C	C	X	C	C	C
Develop & encourage non-traditional graduate degree programs.	N	N	N	N	N	N	N	N	N	C	C	N	N	C	N	N	C	C	C	X	N	N
RESEARCH																						
Develop an effective administrative structure for advancement of res.	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	C	N	X	C
Elevate importance of research activities.	N	N	N	C	N	N	N	N	N	N	N	N	N	N	N	N	C	N	C	N	C	X

STAGE NINE

CONSTRUCTING A FUTURES SCENARIO

The Stage Nine committees were urged to engage in a bit of creative daydreaming about the future -- to attempt to answer the question, "What would ASU be like if...?" Specifically, the committees were asked to write brief futures scenarios for each objective assigned to them, imagining the institution under two different conditions:

Scenario A: Assuming that the objective has been achieved.

Scenario B: Assuming that the objective was not undertaken.

The purpose of this exercise was to enhance the Steering Committee's understanding of the importance of each objective. It also would allow the committee to place side by side a number of scenarios in order to gain some insight into the potential cumulative impact of several actions or events. In other words, by shuffling scenarios, the committee would be able to consider a number of alternative futures.

Despite the fact that few Stage Nine committee members had any previous experience in writing futures scenarios, they accepted their assignment good-naturedly. Moreover, perhaps even to their own surprise, most committees reported that they enjoyed doing the exercise. Many of the reports that follow reflect the sense of freedom that the committees felt in this stage and provided unexpected insights into the potential significance of an objective.

Institutional Sector: PURPOSE

Purpose I: ASU will seek to ensure that its statement of purpose accurately reflects the character and aspirations of the institution. Specifically, ASU will adopt the revised statement of purpose proposed by the Stage 7 Purpose working group.

Scenario A: The objective has been achieved.

Because the new statement represents a general, but accurate and realistic, presentation of the purpose of the university, students and others interested in ASU now encounter an up-to-date statement of purpose when they refer to the catalog or other university publications. Although much of the language of the previous statement remains, the revised statement offers important shifts in emphasis. For example, concern for the student's intellectual development and for academic excellence is strongly emphasized. Appalachian's tradition of fostering diversity and innovation and attending to students' individual needs is acknowledged. And ASU's responsiveness to national and global issues and its statewide responsibilities suggest a more cosmopolitan environment in the 1980s.

These new emphases help to sharpen the image and aspirations of ASU both in the minds of prospective students and among the members of the university community who consult and place some credence in statements of purpose. Moreover, provision for periodic review of the statement helps to guarantee that members of the ASU community will remain aware of the purpose of the institution and will be prepared to revise it when appropriate. This, in turn, helps to assure prospective students of an accurate introduction to the institution.

Scenario B: The objective was not undertaken.

The statement of purpose that served ASU during the 1970s continues to appear in all official publications during the 1980s. Since this statement includes many laudable objectives which continue to guide the university, it remains a valid representation of ASU's purpose. Its pledge "to make its resources available to the people within its sphere of influence" may be a cause of some confusion since its "sphere of influence" is not clearly defined. And some might find its commitment to "serve as a force for social improvement" a bit vague and its commitment "to cooperate with all institutions and agencies which are dedicated to the betterment of mankind" rather grandiose; but others might simply accept these statements as typical of the genre. At any rate, it is possible that most people don't read statements of purpose very carefully anyway.

Without provision for periodic review, the statement of purpose is not given serious consideration again until the institution prepares for its next reaccreditation study. By that time, the statement has lost some of its relevance and much of its immediacy as a reflection of the spirit and character of the institution.

Purpose II: ASU will seek to make its statement of purpose operative by requiring that all new university programs, initiatives, and commitments be consistent with Appalachian State University's official statement of purpose.

Scenario A: The objective has been achieved.

Given the general nature of any statement of purpose, the implementation of this policy did not have an immediate impact upon the development of new programs and initiatives. However, it does make those involved more aware of the university's purpose and requires them to examine more carefully the appropriateness of any new programs. The requirement also adds greater credibility to the statement of purpose, since it is consulted regularly. More frequent consideration of the statement makes it more likely that members of the Appalachian community will be alert to the need to revise the statement.

Not everyone is pleased with this requirement, however. It adds to the already heavy amount of paperwork and some feel that it is rather ineffective, since it is possible to justify almost anything, given the broad scope of the statement of purpose.

Scenario B: The objective was not undertaken.

New programs and initiatives continue to be proposed and adopted. Those in authority give some consideration to consistency with the university's purpose and generally are prepared to reject programs which are obviously inappropriate. The procedure for planning and approval of new academic programs required by the UNC General Administration guarantees that new academic programs will be in conformity with ASU's mission. However, there is no specific guarantee that the issue of consistency with ASU's purpose will be formally addressed during the planning and approval process for initiatives not related to academic programs and, as a result, there are occasions when questions are raised and criticisms voiced concerning the appropriateness of some initiatives.

Purpose III: ASU will establish a procedure to review periodically the implementation of institutional objectives recommended in the final stage of the self-study.

Scenario A: The objective has been achieved.

Communications between the Chancellor and the Vice Chancellors, on the one hand, and the Committee for Institutional Studies and Planning, on the other, are excellent. The committee is kept informed of which objectives the administration is committed to pursuing, as well as those which it feels are currently not feasible. The committee has developed a regular review procedure, whereby it examines the self-study recommendations and considers whether any revisions or additions are necessary. It also makes recommendations of new subjects for planning. In effect, it is fulfilling its charge as the university committee for long-range planning. Members of the committee are aware of the importance of their charge and morale is high. The university community is also aware of the fact that the self-study recommendations are being given careful consideration and that many have been, or are in the process of being, implemented. This serves to reduce the normal amount of cynicism usually associated with self-studies and committee work in general.

Scenario B: The objective was not undertaken.

Despite the absence of any review process, many of the self-study recommendations are implemented. However, many of the recommendations are simply forgotten as time passes. Some of the recommendations prove to be inappropriate as circumstances change, and without a process of review or revision these recommendations are either allowed to die a quiet death or, worse, are followed in spite of changed circumstances. In effect, the self-study has failed to provide ASU with the basis for a continuous long-range planning process. This confirms the opinion of those who had questioned the utility of undertaking a nontraditional self-study based on a long-range planning model.

Institutional Sector: ORGANIZATION AND ADMINISTRATION

Organization and Administration I: To implement programs leading to greater energy conservation, efficiency, and accountability and to be prepared to evaluate academic, co-curricular, and extra-curricular programs in terms of energy consumption versus their value to the institution (e.g., cluster courses, field trips, forensics, athletics, and off-campus facilities such as the New York Loft, Washington Appalachian House, and Camp Broadstone).

Scenario A: The objective has been achieved.

As the plans for the university's use of the more plentiful and more economical alternate fuels are realized, the financial resources applied to heating the campus are reduced substantially, resulting in the availability of the resources for other purposes. A large portion of such costs impact self-supporting student support (auxiliary) services. The expense to the student of attending the university is now lower because of this program. Similar results are obtained from the extension of the computer-based energy management system now centered in the Energy Management Center. This is made possible by the completion of the campus communication (cable) facility and the availability of increased resources to enhance central and remote energy monitoring and control equipment.

Energy use is also minimized by the review of university programs, addressing scheduling of facilities and use of transporation. This, in turn, minimizes the effect of energy use curtailment when mandated by external authorities. As an additional bonus, awareness and involvement in energy conservation programs prepare students for functioning in an environment of curtailed energy resources.

Scenario B: The objective was not undertaken.

Failure to extend and further energy conservation and management programs and consider the use of energy in the development and review of all other university programs has resulted in the continuation of lopsided escalation of the energy costs to the university. The cost of attending the university increases annually and significantly. Shortages of petroleum fuels curtail campus and off-campus programs. Governmental agencies consider unfavorably certain capital and grant requests. The university's standing in an energy-conscious society is harmed. The financial benefits of energy conservation are directed to other institutions as energy consumes an ever-increasing portion of Appalachian State University's resources.

Organization and Administration II: In the face of adversity such as dwindling financial resources, greater competition for those resources which are available, increased state and federal regulations affecting both admissions and personnel policies, and public demand for greater accountability, the administration must be prepared to make whatever changes are necessary to promote and ensure the financial security of the institution.

Scenario A: The objective has been achieved.

The administration constantly monitors financial priorities, reallocating and conserving resources. The university strengthens grass roots support and achieves leaner, more efficient operations. Individual fund-raising efforts are encouraged, thereby raising internal support and morale. A strong graduate program geared to the marketplace attracts highly motivated, bright students who strengthen the school internally.

However, with all agencies within the university free to go after the same funding sources, there is the risk that those sources may soon be either exhausted or alienated. And over-emphasis on marketable graduate programs threatens the core -- the undergraduate program.

Scenario B: The objective was not undertaken.

Failure to pursue this goal has necessitated student fees so high that ASU has lost one advantage over the private schools and, lacking a strong scholarship program, now has fewer and fewer students paying more and more.

Organization and Administration III: Implement immediate measures which will allow ASU to maintain the controlled growth of the student body while taking positive steps to ensure that the overall quality of the institution and its academic product will not be compromised.

Scenario A: The objective has been achieved.

Because the number of faculty is dependent upon FTE enrollment, controlled growth assures faculty growth. The university is able to replace faculty who leave and to tenure good faculty. The curriculum maintains its comprehensiveness and continues to diversify with growth in the faculty. The university is able to continue to develop its physical facilities with the assurance of the revenue generated by a high level of enrollment. The residence halls, which are self-liquidating, remain full with controlled growth.

Controlled growth necessary to realize the above mentioned benefits is, however, very carefully monitored. For if the university grows too rapidly, it may find that because of the declining number of high school graduates, it is left with empty residence halls and classrooms.

Scenario B: The objective was not undertaken.

The failure to maintain controlled growth has required a cut-back in services offered by the university. Faculty positions are lost and, as a direct result of that, curricular offerings are narrowed. The construction and renovation of facilities also decrease with the loss in fee revenues. A cut-back in staff is having an adverse effect on the local economy (unemployment). Faced with these conditions, ASU reacts belatedly by enrolling less qualified students who require costly developmental assistance.

Organization and Administration IV: For the administration to be prepared to revamp the academic structure of the university in order to respond to a collegial organization which will more clearly emphasize and differentiate the academic programs, objectives, and interests in the natural, physical, mathematical, and technical sciences from those of the social sciences, fine arts, or humanities.

Scenario A: The objective has been achieved.

Although the primary missions of Appalachian State University - to teach, conduct research, and serve its region - had not changed, departments found the organizational structure of the university to be inhibiting and cumbersome. Because of the wide diversity of disciplines which existed within each college, department chairpersons and faculties felt their dean gave little attention to their specialized needs and little or no encouragement to the development of new programs and research projects.

Responding to these expressed feelings, as well as the need for more accountability in higher education and the ever-increasing specialization in all academic disciplines, the Chancellor appointed a task force composed of members of the faculty, administration, and student body to study the academic structure of Appalachian State University. This task force, realizing the magnitude of its charge, sought input from all areas of the university community. Faculty, administrators, and students sensed a feeling of "a new day" and responded in large numbers to the task force's request for input.

After much fact-finding and discussion, the task force recommended a new academic structure which reflected a more homogeneous grouping of departments and programs. This new structure enables the new colleges to more clearly define their goals and objectives. Each college functions effectively and efficiently under the new organization. Because of the commonalities of the departments housed in the new colleges, each dean more easily functions as an advocate for his/her college. Research projects, as well as new and relevant academic programs, are more easily established, and students express the feeling that they can more readily identify their goals. Faculty members express the feeling that a higher quality student will be attracted because of the new structure. As a result a highly qualified graduate enters his/her chosen profession.

Scenario B: The objective was not undertaken.

The primary missions of ASU have not changed. The collegial structure which served the university during the 1970s remains intact. Because of the wide diversity of disciplines found in each college, the deans continue to feel frustration owing primarily to their inability to identify with the specialized needs of each department. Department chairpersons feel the needs of their department are not being met and are consistently being placed in a "no-win" relationship with their dean on one hand and their faculty on the other. Faculty members feel their input into the future of their department and college is not heard nor even desired by the administration. Cost effective methods of administering and delivering instruction are not considered because of the administration's lack of knowledge of the methodology and goals of each of the diverse departments in the college. The development of new programs and research projects is considered by the faculty to be so cumbersome that a general feeling of "why try" prevails. As a result, Appalachian's programs remain unchanged through the 1980s.

On the other hand, some faculty members often talk of how glad they are that the considered changes were not put into effect. These conversations invariably include discussions of the money saved, the free exchange of ideas which takes place between disciplines within a college, and the feeling of being a part of the total university -- all of which they feel would have been almost impossible under the proposed restructuring.

Organization and Administration V: To provide the organizational structure and administrative leadership for the integration (combining) and enhancement of research functions and responsibilities under one unit which will be able to direct, coordinate, and promote these activities in the most efficient and effective manner possible.

Scenario A: The objective has been achieved.

Since the need for an organizational structure for research arose at a time when there was an emphasis upon increasing efficiency, curtailing costs, and reducing administrative personnel, the single unit operates within a collegial model in which faculty perform many of the administrative tasks. Under the direction of the Vice Chancellor for Academic Affairs, there is a multi-tiered committee system which permits the colleges maximum flexibility and provides maximum assistance and utilizes the Graduate School as a coordinating body. This system has representatives from every department in the colleges at the "informational and planning level" and representative(s) from each college at the "coordinating and objective-setting" levels.

Because of this structure, the faculty feel involved in research efforts, although the priority given to applied over traditional research receives criticism. The coordinator has a close working relationship with members of the committees at both levels, thereby keeping in close contact with the needs of the region. In fact, many of the college representatives were chosen because of the contacts they had already established in the region. Since allocations of resources and approval of projects are made by the coordinator under guidelines developed by the committees and approved by departments, reasonable goals have been set.

This new structure has given research a more visible position in the university and has led to greater enthusiasm among research faculty, has attracted graduate students interested in applied research, and has increased and expanded ASU's reputation as a university with expertise.

Scenario B: The objective was not undertaken.

Because of the increasing need to respond to human problems in such areas as energy, housing, land use, and social problems, the absence of an efficient coordinating unit for research makes ASU less able to respond to regional needs. The institutions and agencies consult other universities whose organizations are more accessible. As a result, the institution is somewhat divided, as some colleges have developed research "territories," sometimes conducting research which is within the scope of other professionals within the university. However, since the organization is diffuse, it is difficult to suggest a way to avoid providing inexpert applied research, since there is no single body which monitors quality and assists in obtaining funds.

Organization and Administration VI: To implement programs which will promote and provide for the continued growth and development of ASU's faculty, staff, and students.

Scenario A: The objective has been achieved.

Faculty: The Center for Instructional Development continues to support faculty and instructional development activities. More funds are available for professional growth opportunities, and the center now provides typing assistance to faculty preparing materials for publication. This, of course, required additional staff personnel for the center, but has served to ease somewhat the pressure on departmental secretaries. The center provides close support to the Graduate School and the University Research Committee. Closer ties between the center and Personnel Services have resulted in better growth opportunities for both faculty and staff. The Employee Assistance Program has expanded and, again, help is available to faculty and staff. Research opportunities are available.

Staff: Personnel Services continues an active program of staff development and cooperates with the Center for Instructional Development in sponsoring programs targeted for staff and faculty. The Employee Assistance Program is expanded and available. In general, personal and professional growth are encouraged through a wider availability of existing courses and special training events. Tuition waivers are available for employees and their families.

Students: In addition to regular course offerings, more cultural opportunities are available to students. The Artist and Lecture series has been expanded and better booking procedures result in much greater utilization of Farthing Auditorium. When resource persons are brought to the campus, a major effort continues to make them available to the total ASU family. Events are scheduled whenever possible to include faculty, students, staff, their families, and the community.

Scenario B: The objective was not undertaken.

Faculty: Some funds are available for training and professional growth opportunities, but heavy travel costs coupled with state-mandated restrictions and inadequate funding have reduced greatly the mobility of the faculty. Research continues to be an uncoordinated effort, and few resources are available. There is no clear way for faculty members to have materials readied for publication. Because of heavy work loads, there is little time for service to the region. Programs exist, but are restricted by low funding and an appearance of indifference to them.

Staff: Again, programs exist, but they do not seem to be too important. Some staff training is offered. The Employee Assistance Program continues to deal with personnel concerns, but serves mostly as a referral agency to off-campus (sometimes expensive) resources. No services are available to family of faculty and staff.

Students: One or two cultural events are available each year, but many are occuring in Charlotte, Johnson City, Greensboro and all around are simply not available to Boone because of a lack of funds to pay for them. Student opportunities are so limited that the "suitcase college" tag gets worse. High transportation and energy costs persist, and this fact in combination with an absence of opportunities leads to lowered enrollment and faculty retrenchment.

Institutional Sector: EDUCATIONAL PROGRAM

Educational Program I: To provide for continuous engagement, among students and faculty, in critical exploration of values and ethics as these relate to both individual and social dimensions of life.

Scenario A: The objective has been achieved.

Because of an institutional commitment to the exploration of values and ethics, several cultural and instructional changes have been made to assure continuous dialogue in these areas. For example, since one of the stated purposes of General Education is to provide students "an opportunity to develop value judgments and constructive attitudes, and the ability to function purposefully in a democratic society," interdisciplinary capstone courses have been incorporated into the general education requirements. These courses offer students and faculty the chance to explore such issues as man's responsibility for the environment, the impact of the energy crisis, social implications of changing lifestyles, equal opportunity, changing sex roles, expansionist versus reductionist theories of growth, and individual responsibility to self and society. Specific departmental courses offering instruction in professional ethics in such areas as politics, business, journalism and education allow students to confront these same issues from the perspective of their own discipline. Institutional commitment to the teaching of values and ethics has also resulted in a "consciousness raising," similar to that which accompanied the women's movement in the '70s. Thus some attention is now paid to exploring values (particularly epistemological and aesthetic values) in most social science and humanities courses.

The achievement of this objective has resulted in a clearer picture among students of what western man, in particular, defines as "the good life." Students are generally able to define their basic values and ethical systems beyond the cliche of "life, liberty, and the pursuit of happiness." Many students, however, continue to stress only economic and material values in their definition of "purpose of life." Such a decision may be well-founded, in fact, considering media and peer group support (including university placement services and educational publications) of this attitude.

Scenario B: The objective was not undertaken.

As we move into the '80s students seem to be more and more willing to accept the everyday machinations of big business and big government as simply the product of a rapidly expanding society. Ethical and values questions seem to be overshadowed by a "get ahead at any cost" philosophy -- a philosophy bolstered by a shrinking job market, particularly for humanities and social science graduates. As a result of the growing complexity of the times, students are confronted with a barrage of difficult decisions and choices regarding their professions, the energy crisis, religion, politics, economics, etc. Although, ideally, these decisions are based on values, students often do not have a clear picture of their own values. Despite course offerings in some colleges (such as "Social Responsibility of Management" in the College of Business), which aim at values inquiry, many students make no attempt at values clarification but rather succumb to peer pressure, media propaganda or some external authority (such as parents or government) when faced with moral or ethical decisions. In the classroom, teaching continues to stress the factual and theoretical levels of subject matter without due consideration of the values level. Thus many students in such areas as computer science, chemistry, business, education, and medicine may be firmly grounded in the content of their discipline but not fully aware of the moral or ethical issues confronting these areas. Finally, the university's decision not to commit itself to curricula which stress values implies a laissez-faire attitude that may further complicate students' decision-making about the future. Many may wonder if, in fact, adherence to a system of values is essential in our society, or if the quest for knowledge is unrelated to the quest for values. Many students, however, function quite comfortably without a clearly defined value or ethical system. Many also feel that, given the wide range of different and constantly changing values in the world today, it has become meaningless to try to discriminate between worthy and unworthy conduct. Considering the verbal and math deficiencies that afflict so many entering students, many would argue that the university would do better expending effort on teaching the "basics" than on some esoteric quest for values.

Educational Program II: To provide for education in cultural diversity, particularly as this is related to the continuing viability of American society as an ongoing experiment in cultural pluralism and as it relates to intercultural communication and understanding at the international level.

Scenario A: The objective has been achieved.

Various courses and interdisciplinary programs have been introduced within the colleges to achieve greater intercultural communication and understanding at the international level. For example, interdisciplinary comparative government programs have been designed by the Departments of History, Political Science, Sociology, and Psychology. Also, the Department of Foreign Languages has expanded its offerings and gives special recognition to the goal of all ASU students achieving competence in one or more foreign languages. The College of Business has increased its emphasis on courses in the international areas of trade, economics, and law. The College of Fine and Applied Arts has provided within its course structure units and demonstrations of non-western art (including plays, music, etc.) to represent intercultural ethical and aesthetic values. The College of Learning and Human Development has increased its requirements in the areas of geographical and historical mastery for teacher training. Also this college has introduced new material dealing with matters affecting minority students, especially those newly arrived in this country.

Greater sensitivity to cultural differences and a better understanding at the international level has been achieved. Such an approach has not been without cost and a necessary reallocation of resources.

Scenario B: The objective was not undertaken.

The goal of improving intercultural communication and understanding at the international level has been retained. However, its implementation is fragmentary. The existing foreign language requirement remains with no greater inducement for a majority of the student body to enroll in foreign language courses. Attempts to build the interdisciplinary Business-Foreign Language program continues. Various international courses in history, government, etc. exist in isolation. International components in the

School of Business may grow. Representations in art, music, and drama continue to be largely in the western tradition. Teacher training may not provide enough background for the teacher to cope with minority students, especially those new to this culture. On the other hand, we are able to operate within a budget which does not strain the system in coping extensively with intercultural affairs.

Educational Program III: To provide for education with respect to the multifaceted problems and implications of human interaction with the environment, particularly inclusive of instruction which will raise the level of sensitivity to the complex network of value issues which are at stake in all environmental policies.

Scenario A: The objective has been achieved.

A concerted effort to infuse all instructional programs with the capability of providing increased sensitivity to, and knowledge of, environmental value issues has been implemented at ASU. Because of this effort, and despite the curricular trade-offs necessitated by it, ASU continues to fulfill its public trust to serve its region by being responsive to, interpreting, and shaping societal change. The university enjoys the reputation of producing environmentally responsible professionals; of extending its influence to future generations of environmental decision-makers through the multiplier effect of the public school teachers it trains; and of doing its part in producing environmentally knowledgeable citizen participants in planning/decision-making.

Since implementation, an enlightened perception of environmental values has diffused through the university community so that ASU serves as an exemplar of weighted assessment of its impact on its immediate environment and heightened sensitivity to its participation in the regional, state, national, and global environment. The university is viewed as a practitioner of sound environmental planning and its expertise is sought by those who seek to emulate these practices. Students are drawn to the university because of its affirmative action on environmental matters and its graduates are preferred.

Scenario B: The objective was not undertaken.

Although environmental value issues have been of importance in isolated areas of ASU's curricular offerings, a reluctance to implement such an infusion into its instructional programs has led to an abrogation of its public trust to remain responsive to, interpret, and shape societal change. The graduates of the university have not demonstrated themselves to be environmentally knowledgeable citizen participants in planning/decision-making. Because of the environmentally uninformed posture of its teacher preparation programs, the university is viewed as an agency which compounds environmental insensitivity, thereby reducing the employability of its graduates. This negative image is enhanced by the university's somewhat unenlightened assessment of its impact on its immediate environment and its greater environment of the region, state, nation, and globe. Isolated programs in the university continue to stress environmental awareness, but the potential for all programs to contribute in some way is not realized.

Educational Program IV: To provide for elevation of the level of communication skills and the level of appreciation of the language arts.

Scenario A: The objective has been achieved.

Entrance tests revealed that the basic language skills of the student body were substantially below the norm when compared to former student bodies. Departments throughout the university complained that their students were not as qualified as former classes and, as a result, the general level of quality had slipped dramatically.

The university, committed to the basic educational principle of beginning instruction at the level one finds the student, established a committee within each college consisting of one member of each department, the assistant/associate dean, and one resource person trained in developmental and remedial education. The expressed purpose of this committee was to investigate the situation as it related to each department and that particular college. Each departmental representative was a member of the curriculum committee of his/her respective department. Acting on the recommendations of its curriculum committee, all departments have now established a new course titled "Source Readings in (the discipline)" which is required of all majors and, further, have accepted the following additional recommendations as operating policy:

1. All faculty members agree to the concept that they, as well as the specialists, share the responsibility for teaching basic communication skills to their majors.

2. All faculty members agree to provide opportunities for developing basic communication skills in each course they teach by incorporating required short papers, one paper of extended length, and oral reports as part of the basic requirements.

3. All faculty members agree to accept the responsibility of referring students whose work/performance demonstrates a lack of basic communication skills to a special center for individual or group help.

4. The new course in "Source Readings" has the prerequisite that a student must have received a "P" on the basic communications entrance exam or have passed with a minimum grade of "C" the course titled "Improving Basic Communication Skills."

Scenario B: The objective was not undertaken.

In order to maintain full enrollment, admission standards have been lowered. As a result, the applicant pool has remained high and Appalachian continues to be in high demand. The general feeling among the faculty regarding their continued employment is one of security. But academic departments are faced with a dilemma. Admission requirements are down and as a result the department enjoys full enrollment, but qualified students are considerably fewer than in past years. Professors complain because they feel they must "weaken" the course in order to maintain adequate enrollment.

Analysis of entrance exams reveals a weakness in basic communication skills among incoming students; however, suggestions to establish courses to develop these skills continue to fall on deaf ears. The general feeling among the administrators is that if Appalachian begins requiring remedial courses of a large number of its students, the word will spread among potential students and the result will be a substantial drop in the admissions pool, thus causing the adoption of severe retrenchment policies. Faculty members in general continue to blame the English and Reading Departments for the lack of basic communication skills and absolve themselves from any responsibility in that regard. As a result, nothing is done and Appalachian's graduates no longer enjoy a favorable employability status.

Educational Program V: To provide for a renewed commitment in the university's academic programs to meet the needs -- within our definition of mission -- of all elements of society.

Scenario A: The objective has been achieved.

While the main campus at Boone remains dominated during the regular academic year by the younger adult learners (ages 18-24), programs are increasingly being designed and delivered via satellite campuses and interactive television to an increasingly older student population both here and abroad.

Emphasis is being given to programs designed to assist professional men and women in the transition to new careers. Short-term leisure/learning programs for the professional class as well as the retired are growing rapidly. Academic programs leading directly to a career are being expanded. Students, particularly older women and minorities, who have basic skills deficiencies and/or psychological or motivational blocks to learning are being admitted to special programs designed to remove these barriers and help them to enter the program of their choice. Involvement with third world countries, especially in the areas of energy, business, health, and teacher training, is on the increase. However, ASU continues to be hampered by the limitations of financial and personnel resources.

Scenario B: The objective was not undertaken.

Stiff competition from the more consumer-oriented regional universities and private colleges has resulted in a de-emphasis in off-campus programs of all types. Repeated requests from the Faculty Senate to "go with our strengths" has resulted in the decision to emphasize a high quality undergraduate education in the traditional academic disciplines regardless of the impact on student enrollment and faculty positions. The administration projects no more than a 15% reduction in the size of the student body during the late '80s and early '90s. Having made these decisions the university now offers a high quality undergraduate program to the growing counties of northwestern North Carolina along with a moderately successful continuing education program.

Institutional Sector: FINANCIAL RESOURCES

Financial Resources I: The university will institute a program of continuous reexamination of financial priorities.

Scenario A: The objective has been achieved.

The achievement of this objective has resulted in the allocation of the financial resources of the university to the areas of greatest need. The university is now more accountable in the way it utilizes its financial resources. Growing and declining programs are tagged, leading to a continuous justification of the allocation of resources. Continuous reexamination decreases the lag time between the recognition of the need for funds for new programs and the institutionalization of those funds. Different entities within the university feel that their resource problems will receive attention. Unrealistic services for students and faculty are not promised.

However, this continuous reexamination has led to constant fighting by administrators over the university "pie." The process has resulted in the creation of a mountain of paper to justify expenditures. A great deal of time is being used to justify positions.

Scenario B: The objective was not undertaken.

Without a reexamination process, the university is forced to react to crises. For the university to change, resources must be funneled to the areas needed. But without reexamination, resources are not properly allocated. The lag time between the need for resources and the provision of those resources is growing. The dynamic areas of the university are constantly short of resources. Areas which need to be phased out continue to limp along. Faculty, students, and administrators feel that the system is unresponsive to needs.

Financial Resources II: The university will pursue rigorously a program of conservation of resources in order to offset the dwindling supplies of new money.

Scenario A: The objective has been achieved.

Because Appalachian State University is rigorously applying a program of conservation of resources in order to offset the dwindling supplies of new money, one now sees a definite change in the following: use of existing learning spaces and facilities, organization of the school calendar, styles of new buildings, accountability of faculty and administrators, ordering of supplies, and interaction between higher administration and faculty with respect to budget matters.

With reference to the use of existing learning spaces and the construction of new buildings, each college has developed more efficient use of its own specific learning areas and facilities by eliminating whenever possible those blocks of time during which areas are heated or cooled but not used. For example, departments within each college are sharing assigned classrooms so as to make sure all classrooms are in use during the peak daytime hours with minimum usage during nighttime hours. In addition, the operating schedules of special learning facilities in respective departments (e.g., laboratories, resource rooms, etc.), have been shortened so as to give students ample access to these facilities but yet curtail the use of fuel as much as possible. New buildings (completed and under construction) now conform to the latest energy-conservation building codes with alternative fuels being used as their source of energy (e.g., heat pumps, passive solar heating, or wind power). As a result of the above measures, ASU has become more attractive to state and federal granting agencies and has been awarded several grants and other funds in the area of energy production and conservation.

Another area which has been changed to minimize fuel consumption during the winter months is the rearrangement of the academic calendar. Reading days and semester breaks have been eliminated, and the beginning of the spring semester has been moved back to mid-February.

As a result of the above and other measures taken by the separate departments to conserve all types of resources, one can clearly observe an increased amount of interaction and communication between faculty and higher administration with respect to budget matters. No department wants to lose money that has been allocated to it. Thus one sees each department becoming more accountable for monies it has spent or is planning to spend. In sum, ASU is certainly serious about rigorously pursuing a program of conservation in all respects, thus rapidly becoming a model consumer and conservator of regional energy and material resources.

Scenario B: The objective was not undertaken.

Because ASU is lacking in a program of conservation of resources, there is great concern as to whether this institution will continue to be solvent and an attractive institution to both faculty and students. Some of the disturbing results one sees because of this lack of planning and foresight are:

1. With the increase of fuel costs and the dwindling supply of new money, it has been difficult for the university to stay within its proposed annual budgets. Fuel costs are sapping more and more of the annual budget.

2. As a result of the above, one sees a more objective and critical examination of existing programs and faculty. Funds for growing programs are declining, with funds for declining programs being nonexistent.

3. In addition, students are having to bear an even greater proportion of the costs of their education in order to meet rising costs, thus affecting the ability of some students to attend ASU. As a result, the enrollment at ASU is declining and the range of diversity within the student body has narrowed.

4. With the decline in enrollment, few new faculty members have been hired to replace retired faculty members, few new positions have been granted, many part-time positions have been eliminated, and some educational programs have been cancelled owing to lack of students.

5. New buildings do not conform to the latest energy-conservation building codes or use alternative sources of fuel. The new buildings are not much more efficient than the older ones.

Thus, the future of ASU is certainly insecure and is possibly heading toward bankruptcy. One can safely say that ASU at this point in time is not a model consumer and/or conservator of regional energy and material resources.

Financial Resources III: The university will pursue a policy of reallocating resources rather than expecting funding for all new projects.

Scenario A: The objective has been achieved.

Owing to the university's comprehensive policy of reallocation of existing resources, there have been noticeable changes in the structure and operation of Appalachian State University. With respect to monetary matters, ASU administrators have been able to stay within the predicted budget guidelines and, more specifically, the increasing fuel budget has been met owing to the reallocation of funds.

With regard to the development of educational programs, declining programs have been deleted with their monies being reallocated to growing programs (e.g., the adult-oriented programs which are geared to the growing student population over 22 years of age). Other reallocated funds have been used for the assistance of the elderly attending ASU (e.g., Elderhostel program), preschool care centers for working mothers attending ASU, the increased number of ethnic minorities attending ASU, women's athletic programs, special programs for learning disabled students, and remedial educational programs. As a result of these changes in programs and the reallocation of funds, one definitely sees more interaction and discussion among faculty members and between faculty and administrators about the definition of "a high quality program" at ASU. These discussions have been fueled by the competing demands from traditional programs, developmental programs, and vocational programs for the available financial resources.

Another significant change is the drastic curtailment of faculty off-campus travel. The result of this curtailment is more money for programs (such as the above) which are needed to attract a larger and more diversified student body. To compensate for the reduction in off-campus courses, there has been a shift to broadcast facilities and correspondence courses.

In sum, the face of ASU has changed owing to the reallocation of resources, but these changes have been deemed necessary so as to preserve the security of the institution.

Scenario B: The objective was not undertaken.

Since ASU lacks a policy regarding reallocation of resources, the future of the university, and more specifically the financial solvency of the university, is in jeopardy. Annually the anxiety of ASU higher administrators grows with the hope that the university will receive at least enough funds in each new annual budget to cover existing programs. The instigation of new programs (e.g., programs for the elderly, preschool centers for working ASU mothers, programs for minorities, women's athletic programs, special programs for the disabled learner, remedial educational programs) has been impossible during the last few years owing to the lack of projected funds which ASU has not received, and the upcoming years show no more promise.

Owing to this unpredictability of the annual budget, the lack of other resources, and spiraling energy costs, non-energy related budget items (e.g., faculty services, student services, projected capital needs) have been receiving significantly less attention. In addition, there has been a reduction in the number of administrators and faculty (with no new positions being added), thus reducing the number and kinds of course offerings. If ASU continues in the same manner, across-the-board salary cuts may even be deemed necessary. The university's administration must soon realize that dependence on the annually awarded budget is not wise, that financial priorities must be dealt with, and that reallocation of funds from unproductive and unnecessary areas of the university to needed and productive areas must be made in order to ensure the productivity and solvency of this university.

Financial Resources IV: The university will plan to seek funds for "investment" (or multiplier) purposes, wherein a definite "payback" would be achieved.

Scenario A: The objective has been achieved.

The university has been able to establish and maintain programs beyond what the legislature can support. Endowed professorships bring national and international authorities on to the faculty. Endowments also supplement salaries and provide support for research, publication, etc. By tapping business and industry, and by convincing those sectors that investing in Appalachian State University can provide a pay-off to them, the university also attracts students interested in those industries. Endowments are used for scholarships and help create programs related to global affairs and international relations. By demonstrating that it is alert to changing trends, the university induces public and private institutions to provide funds to support research and program development at ASU.

However, there is some concern that over-dependence on grants may create a boom-and-bust scenario. There is time lost from the classroom for those faculty who go out in the search for funds. Moreover, the small private contributor seems to be losing out in importance, destroying a vital human element in the school's development.

Scenario B: The objective was not undertaken.

Since the legislature is no longer able to fund the complete program, the university is declining from lack of funds - if not from lack of students.

Financial Resources V: The university will strive to assure an adequate level of funding by maintaining a high level of student enrollment while encouraging more diversity and excellence within the student body.

Within Objective V there seem to be three separate objectives which are as follows: 1) to maintain a high level of student enrollment; 2) to attract a diverse student body; 3) to attract academically excellent students.

Scenario A: The objective has been achieved.

1) Having maintained a high level of enrollment, the university is able to continue to offer its present services and to expand and develop as necessary. Because funding is based on FTE enrollment, a high level of enrollment assures continued growth in the faculty. Curricula within the departments develop and diversify with adequately staffed departments. Continual construction and renovation of physical facilities is also possible. Resident halls and classrooms are being used to maximum capacities and other student support facilities remain viable.

2) The attraction of a diverse student body from other regions of the country and from foreign countries has been beneficial to the total learning experience for students and faculty alike. The exposure to different cultures, perceptions, ideas, and religions of international students is an especially valuable experience for ASU's native students. With more students from other states, North Carolina students learn more about the entire country both in and out of the classroom. A large influx of foreign students has required additional staff and services. From the actual admissions process to meeting the curricular, housing, and language needs of the foreign student, the university has committed more time and money than is required for native students. With present state regulations (allowing a maximum of 15% out-of-state enrollment), ASU can only hope to increase its out-of-state enrollment by about 600 students.

3) ASU has derived many benefits from its policy of recruiting academically talented students. Students learn a great deal from each other, and being surrounded by good students has improved the educational experience for all students. Faculty are increasingly stimulated by bright students and are pressed to do their best to challenge the students. Morale has improved noticeably. The fact that ASU has good students is encouraging other good students to apply and helps to ensure continued achievement of the goal of high enrollment.

Scenario B: The objective was not undertaken.

1) Having failed to maintain its enrollments, ASU now finds that when faculty leave or retire, in many cases they cannot be replaced. Some non-tenured faculty cannot be rehired. Academic programs and curricular offerings have been narrowed. Necessary repairs and renovations of older buildings are neglected without adequate staff or monies. New construction is out of the question. Moreover, the necessary cutbacks in staff have adversely affected the local economy.

2) Without the opportunity for exposure to different ways of life, ASU students' education is narrow. Their chance to grow and learn about other ways of life is limited.

3) Failure to attract excellent students has had the effect of making ASU's good students feel unchallenged and they are beginning to transfer to other institutions. Faculty, too, are becoming demoralized.

Financial Resources VI: While keeping student fees as low as possible, the university will pursue a policy of shifting gradually a larger proportion of the financial burden of a college education to the person who will benefit directly therefrom -- the student.

Scenario A: The objective has been achieved.

Student fees have been raised, but university funds have become more erratic, depending on enrollments. As costs rise relative to other institutions, enrollments are threatened, leading to acceptance of marginal students as ASU's traditional students attend other institutions. Students' appreciation of their education does increase as its cost escalates.

Programs which do not appeal to large numbers of students cannot pay their way. Consequently, the university is considering the discontinuance of several programs. Fees for supplies in high cost disciplines (chemistry) have discouraged students from majoring in those areas.

Scenario B: The objective was not undertaken.

Society seems willing to finance institutions for only a small subset of society. Thus, ASU finds itself short of funds and must cut back services. Students' interest in education seems to be eroding.

The university must decide whether to shift scarce funds to high cost areas or to cut back programs in these disciplines.

Institutional Sector: FACULTY

Faculty I(A): Appalachian State University will make every effort to continue to maintain a quality faculty with varied talents and backgrounds.

Scenario A: The objective has been achieved.

As a result of careful curriculum reviews in every department, unnecessary courses have been deleted from the catalog. This allows each department to offer certain courses on a more or less regular basis utilizing the special expertise and interests of every faculty member. Through the Center for Instructional Development and its Faculty Development Fund, faculty members can attend a variety of training events in the areas of research, leadership, and training. Interdisciplinary teaching is encouraged and procedures for faculty work loads have been developed to allow expanded use of team teaching techniques. Watauga College and the General College still continue to be more interdisciplinary than other units, but curriculum studies continue and avenues to consolidate basic courses in several fields are available. Departmental lines are less pronounced and many faculty members cross over department lines to teach courses related to their area of expertise. The trend toward more, smaller departments seems to have reversed and the trend is now toward larger groupings (divisions) within the several colleges.

With regard to salaries, the university continues to have problems with "supply and demand" situations, and some faculty members continue to have higher salaries because of a lack of available personnel in those fields. Efforts continue to hire more black faculty members, although the low percentage of blacks in the area continues to discourage those interviewing for positions. One major breakthrough has occurred, and women faculty members, where comparisons are possible (e.g., similar background, experience, etc.), are now paid the same as their male counterparts.

Scenario B: The objective was not undertaken.

Because of rigid departmentalization and uncontrolled course duplication, course options are reduced and course offerings are generally fewer in number. Faculty size is constant, but the opportunity is reduced for faculty members to teach those very special courses they enjoy. By maintaining, but not expanding, the funding and opportunities for professional growth (inflation taking its toll), faculty expertise and effectiveness are reduced. Although the university is "maintained," there is less enthusiasm, lowered morale, and a general state of stagnation seems to exist. Hiring efforts are maintained, but the general state of affairs works against good faculty recruitment. Student enrollment goes down and the retrenchment that the pessimists expect anyway finally occurs.

Summary: The difference between these scenarios is, generally, the utilization of resources, both human and financial. It is true that more money is needed, not just to offset inflation, but to overcome it. More important is the way we utilize whatever we have. Departmental maintenance budgets are not enough. We must have instructional and faculty development funds. We must have money to pay expenses of new faculty coming for interviews. If such a choice must be made, we should invest more in people than in things. And we must utilize better than ever the people and the things that we have.

Faculty I(B): ASU will make every effort to encourage meaningful and necessary research and publication efforts by faculty.

Scenario A: The objective has been achieved.

The amount and quality of research are major criteria in the evaluation of a faculty member in terms of promotion, tenure, and merit pay. New faculty at ASU are more research-oriented, since their potential for research and publication weighs heavily in the initial decision on whether or not they are hired.

There has been some resistance from those faculty members who have seen their primary goal as teaching. Some have begun research when its importance to their career became obvious. Many, though, feel isolated with the university's change in emphasis. A stress on research in faculty evaluation poses problems of fairness. Variations among the disciplines have led to uncertainty about standards to measure quantity and quality; hence, there are still differing points of view about standards which are fair to all departments.

Although research is emphasized, it is primarily applied research which is encouraged because ASU is a "regional university." This type of research is also more likely to be funded. Faculty who have pursued "theoretical" research continue to find some encouragement, but potential new faculty with a strong theoretical interest are less attracted to ASU.

The impact on the quality of teaching is mixed. Some faculty engaged in research are more up-to-date in their field and more enthusiastic; some communicate this knowledge and interest to their students, especially those in upper level classes. Others, as members of "research teams" composed of a faculty member and graduate assistants, are making research more visible. The graduate assistants aid in research projects while acquiring research methodology. In some instances, teaching assistants in introductory courses have been inadequately prepared, and the quality of teaching has declined. In other cases, faculty members have devoted an inordinate amount of time and energy to research and permitted the quality of teaching to suffer.

Scenario B: The objective was not undertaken.

Since ASU has not developed university-wide procedures to promote research and publication, the climate for these activities is somewhat sterile. The quantity of publishing has declined and the faculty, generally, work with their daily teaching schedule and little else. Those who do research only for job advancement have little real interest and produce results of dubious quality. Those pursuing research are on their own in many respects and continue to find little help in terms of released time, travel funds, and aid in the typing of manuscripts. It is primarily up to the faculty member himself/herself to create an environment in which to carry on. This may be positive in terms of individual faculty initiative, but demoralizing overall.

Those who see their role here as primarily a teaching one are content to devote most of their resources to this end. New faculty, not oriented to research, are favorably inclined to join ASU. Those inclined to active research may well decide a different academic environment is more conducive to their pursuits. With less research occurring and no released time, faculty are still teaching more courses and have more time to devote to class preparation, although it seems many have settled in to the complacent life and are content to teach what was rather than what could be. Faculty members have additional time for personal pursuits. While these may be worthwhile, their activities do little to enhance the frontiers of knowledge in higher education.

Faculty I(C): ASU will continue to encourage faculty to make important contributions to the community and region.

Scenario A: The objective has been achieved.

By providing monetary incentives, granting released time and off-campus assignments, and supporting community and regionally-based programs, ASU has become a major resource in the region as its faculty is involved in providing services and innovations to satisfy essential human needs and the university serves as a major force for social improvement. The attainment of this goal has made the university an integral part of the regional community, increased its financial grants and support from local government and individuals, increased the enrollment of students from local high schools, and contributed to a significant improvement in the quality of life in the region as better social services are made available. This has also served to lessen the traditional town/gown antipathies and has resulted in an expansion of off-campus programs and cultural activities. It has lessened the impact of local community colleges. However, the attainment of these goals has had some deleterious effects as faculty and other resources devoted to maintaining these programs have reduced the support available for teaching, research, and publications. There is also a sense that the university has wasted resources duplicating or replacing services provided by extant institutions, e.g. local churches, volunteer organizations, etc.

Scenario B: The objective was not undertaken.

The university has decreased its support for community and regional activities, and consequently its force for social improvement has been dissipated as its resources are directed elsewhere. The amount of cultural programs and service activities has decreased to a degree, but other agencies are replacing ASU's services and leadership in some of these areas. While there is a slightly smaller enrollment of local students and a decrease in funding from local and regional agencies, individual initiative by faculty members has limited this and some degree of significant ASU influence continues despite the withdrawal of ASU's institutional support. The absence of university support for local activities allows ASU to promote "traditional" university goals such as teaching and scholarship, and internal institutional service has become more significant in the university reward system.

Faculty 1(D): ASU will make every effort to see that faculty are on the cutting edge of their disciplines as well as broadly knowledgeable about concerns of society and their solutions.

Scenario A: The objective has been achieved.

Though there is still a tendency to equate a narrow definition of research and the publication of papers with a professionally active and growing faculty, this definition has expanded and grown. It recognizes that the quality of the faculty is perhaps the university's most important resource. Further it is seen that faculty well-being involves a mix of at least three important factors -- the intellectual, emotional, and physical. In this regard, intellectual productivity is viewed as an outcome that is dependent upon the process that proceeds it.

A climate has been carefully developed within the institution which serves to foster and promote those processes that contribute to faculty productivity. Support for the intellectual factor is still the more widely supported and accepted. The Center for Instructional Development has a larger budget and staff. It also serves as the focal point for the funding of a broad range of research and other creative activities. One example of this expanded view is the support now given to faculty for their leadership roles in state and national professional organizations. In all departments allotments for faculty travel to workshops, conferences, etc., have been increased and are used at the discretion of the individual faculty member. Sabbaticals, after seven years of service, are common though not available to, nor even desired by, all faculty.

Within the area of emotional factors, some institutional progress has been made. A full-time counselor is employed by the university. This person deals with faculty matters related to the prevention and treatment of psychological issues that interfere with faculty productivity. These include issues of burnout, stress, substance abuse, marital problems, career/development crises, etc. This service receives mixed reviews from the faculty. Those that have utilized the service readily praise its usefulness, while others remain very skeptical.

In spite of mounting evidence showing the relationship between physical well-being and the total health of an individual, the institution's efforts in this area have met with a lukewarm reception on the part of faculty. Nevertheless, age-appropriate intramural activities, individual fitness programs, and physical facilities for these activities have been instituted and supported by the administration.

Scenario B: The objective was not undertaken.

The administration and a majority of faculty continue to give lip service to the concept of faculty growth and development. However, in truth, a combination of internal and external factors have reduced to a mere skeleton those substantive aspects which would serve to make the goal more than a hollow boast.

Owing to the national economic picture, the faculty is very concerned about job security. There is little turnover or "new blood" entering the university. Under the argument of "equal treatment for all" and following the belief that "merit" cannot be defined, a system of steps and time-in-grade has been adopted for the distribution of any salary increases.

Individual travel funds for attending conferences, workshops, etc., have, like the sabbatical, gone the way of the horseless carriage. The sensational expose of irrelevant and unnecessary travel on the part of several state officials coupled with a taxpayers' revolt and the general apathy on the part of faculty and other administrative officials within the university community have served to contribute to this situation.

Within the university itself, the Center for Instructional Development has been eliminated. It was a frill that was dropped from the budget in view of the fact that some felt it only served the few and never the many.

Likewise, new programming and the addition of new courses are discouraged. This reflects the unspoken fear of changing the status quo or rocking the boat. It is supported by a complicated series of bureaucratic steps and justifying reports that must be completed before any programmatic changes can be made. These steps are so difficult to complete (includes complete surveys, statistical analysis of feasibility, etc.) that they preclude most attempts at change. This process is also assumed to prevent the addition of any academically questionable programs or courses to the curriculum and is a mainstay in maintaining academic integrity.

Furthermore, it has become increasingly clear that it is the responsibility of the individual faculty member to continue to grow and develop. The institution's role in this process has been over-exaggerated in the past and the current situation reflects a better balance of institutional and individual needs.

Faculty II(A.1): Appalachian State University will make contingency plans for appropriate faculty responsiveness to changes in student population over the next decade.

Scenario A: The objective has been achieved.

The campus looks very different in 1990, as the focus is now upon intergenerational learning opportunities. Courses offered for credit and degree-seeking students have been opened up to lifelong learners who are seeking knowledge for nontraditional academic goals. Classes often have modular structures, and the student population is not constant for a semester-long period, as interested persons move in and out of requisite units of study. While these students are often in their 40's, 50's, or 60's, they are motivated and sincere participants in the learning process and bring a new dimension to the classroom -- that of prior experience, perhaps applied knowledge of related topics that can either threaten or support and enrich the professorial role. There is an increased interest in the liberal arts courses and in the general knowledge levels of the sciences as they apply to new discoveries and difficulties of everyday life in the decades ahead.

The faculty have the option of increasing their knowledge of strategies for effective work with mature adults. An intergenerational classroom does not lend itself to traditional pedagogical approaches for youth. It requires more skill in group processing, peer interactions, and ad hoc management of topics. Faculty experienced with Elderhostel students took the lead in establishing an ongoing series of workshops and clinics, for which activities faculty members were released one-quarter time for one semester to upgrade their skills.

The student services now include an expanded type of counseling and medical consultation for more mature students. Dormitory life is changed, because there are fewer full-time resident students and more transients and family units needing shelter and food services.

At the same time, off-campus programs have expanded dramatically. Professorial teaching loads are cognizant of the time and effort required to teach external clusters and individual courses. The on-campus credit requirements have been made more flexible. Off-campus enrollments now amount to nearly 50% of the total. Rigorous academic standards are maintained for these off-campus offerings.

Scenario B: The objective was not undertaken.

No adjustments were made to reflect the population demographics for higher education in the 1980s. As a result, all dormitories but one are closed. The total number of faculty has been reduced in commensurate fashion. Course offerings are extremely limited, and each faculty member is required to teach the equivalent of 21 semester hours per term. This leaves absolutely no time for off-campus extension or cluster work. The Community Services unit has been abolished. The General Assembly is considering elimination of three campuses in the consolidated university system, and ASU is one of six such campuses being evaluated by the General Administrative staff. A report and recommendations are being submitted at the next session of the General Assembly. Summer school is no longer held.

Faculty II(A.2): In view of the growing propensity for litigation, ASU will provide procedures and safeguards for the protection of the faculty.

Scenario A: The objective has been achieved.

The faculty of ASU is now provided with full liability insurance coverage for obligations incurred as a result of litigation against them arising from job-related functions and for payment of legal fees in defense of that litigation. ASU also offers its faculty complete and diverse in-service programs regarding the legal implications of, and responsibilities for, faculty performance.

Because we live in a litigious world, necessity today demands that most professionals procure malpractice insurance. The liability insurance policies provided by the university which assure faculty of payment of any judgment rendered against them arising from job-related functions, the North Carolina statute which provides for legal counsel for the faculty, and the in-service programs designed as preventive measures fully cover that present-day demand. The policies and programs further provide an added incentive and fringe benefit to both faculty and the university since such protection is an inducement to academic freedom and to freedom from concern about litigation expenses and thus an inducement to retention of capable and qualified faculty. At the same time, such coverage is not intended to constitute encouragement by implication of recklessness that might result in negligence, nor of lack of care for the student's right to privacy, equality, and personal and civil rights.

The in-service programs (seminars, lectures, and memoranda) conducted by various legal staff on the campus educate the faculty as to the areas of misfeasance, malfeasance, and nonfeasance in which they might be held legally responsible and serve as well to forewarn them of possible legal pitfalls so as to minimize the instances wherein the provisions of the liability policies and the statute have to be utilized. Noting the impossibility of contemplating every possible type of litigation teachers might be subject to, the general areas of (1) negligence (tort), such as accidents in the chemistry or biology laboratories, athletics, or in industrial education and technical work, (2) libel and slander in the classroom, (3) invasion of privacy, (4) violation of copyright laws, and (5) denial of equal rights and opportunities and violations of civil and personal rights are the most likely to be encountered.

Scenario B: The objective was not undertaken.

The university has continued the partial liability coverage of the 1970s. It provides in-service programs for faculty concerning the legal implications of, and responsibilities for, faculty performance. The liability insurance policy includes the payment of any judgment against faculty on limited or specific subject matters arising from wrongful conduct by a faculty member within the course and scope of his/her employment except for (1) acts of fraud, dishonesty or illegality, (2) bodily injury or property damage, (3) false arrest, assault and battery, malicious prosecution, defamation, wrongful entry or eviction, and (4) health-care malpractice by licensed or certified professionals. It does not cover payment for legal expenses. However, North Carolina statutes include a provision (G.S. 143-300.3) for the defense of any employee or former employee; therefore, the failure of the liability policy to include payment of legal fees is immaterial.

Moreover, the university offers faculty a group program of liability insurance which does cover the first three exceptions enumerated above, up to a limit of $300,000 per person for bodily injury and $50,000 for property damage at a nominal fee of $2.70 per annum for the majority of teachers and at $8.20 per annum for those in high-risk categories, e.g., laboratory, athletics, etc., which policy also includes payment of defense expenses. In addition, each faculty member is covered by a separate liability policy for both bodily injury and destruction of property incident to his/her operation of a state-owned vehicle in the performance of his/her official duties.

The rejection of the full liability policy for faculty members was therefore of little significance in view of the N.C. statutory provisions for payment of legal counsel fees and the policy substituted therefor, plus the group policy available at a nominal cost.

Faculty II(B.1): ASU will hold on to its special heritage of knowledge while responding to the multiplicity of society's concerns. Since the faculty are the primary interpreters and purveyors of this heritage, their views should be strongly considered in the setting of goals and policies.

Scenario A: The objective has been achieved.

ASU continues its heritage of knowledge by emphasizing the liberal arts. The administration and faculty feel that it is important to instill a respect for knowledge per se in students rather than to provide purely career-oriented training. While certain fields require specialized knowledge and skills, a minimum pool of general knowledge is essential for all disciplines. As technology creates more specialized employment, it is more important than ever for some members of the population to have a general education allowing them to cross lines to other employment opportunities. Society needs citizens with a background of understanding and general knowledge which will allow them to formulate broad goals for society, drawing from many technical areas. By securing the best available faculty from varying backgrounds and experiences and by giving the faculty a voice in setting goals and policies, the heritage of general knowledge has continued through the 1980s.

Scenario B: The objective was not undertaken.

ASU has departed from its heritage of a general education and now emphasizes highly specialized education. While the demand for highly specialized education is great and admirable, this approach is in opposition to ASU's statement of purpose. However, pressures from sources such as the General Administration and branches of local, state, and the federal government have pressured the university to place a much stronger emphasis on highly technical and career-oriented education. Since ASU could not endure the financial strain demanded by highly specialized programs with its level of funding, the university has had to sacrifice the quality of its established heritage for one of questionable need for our region.

Faculty II(B.2): Appalachian State University will strive to build a basis for mutual respect and understanding in order to prevent severe confrontations between the university and society as a whole.

Scenario A: The objective has been achieved.

The university has sought to assert its role as a force promoting the physical, intellectual, and aesthetic betterment of mankind. This is achieved through faculty and university involvement and support for local chapters of national organizations which promote these objectives. This serves to enrich and diversify the social, cultural, and political life of the university, and, to a small degree, increase its impact and make tangible contributions to some aspects of progress in the region, state, and the broader society of which the university is a part. This has made

ASU more appealing to students and faculty, has promoted harmony with the mainstream of society, and lessened ASU's provincialism. But it has also created turbulence with elements in local, regional, and state communities, decreasing support given by local students, agencies, and alumni, and increasing the possibilities of more town/gown conflicts.

The results attained from the achievement of this goal are understood to be heavily influenced by the type of activities and groups which are supported, the degree to which they are perceived as "radical" by the local community, and the amount of institutional support provided.

Scenario B: The objective was not undertaken.

The university has declined to assert leadership in the promotion of the general area of human welfare. Consequently, it risks becoming more provincial, mundane, vocationally-oriented, and less appealing to students, faculty, and foundations. While individual initiatives from students, faculty, and regional agencies continue to support some activities, a greater degree of discordance between the institution and society has developed. This has increased the generation gap between students and faculty, inhibited dialogue throughout the university, and increased tensions to the extent that unionization has become more appealing to some faculty members. However, this refusal to become involved in social issues has had a salutary effect on the university's relationship with groups and agencies in the region and has made ASU more appealing (as a shelter or haven from societal problems) to local students.

Faculty II(B.3): ASU will encourage and preserve in the faculty those ethical values necessary to the protection of individual rights and the fostering of individual responsibility.

Scenario A: The objective has been achieved.

The goal of a liberal education is to expand one's intellectual curiosity. Maintaining and reinforcing an appreciation of ethical and aesthetic values aids the student in producing a personal code for decision-making through an awareness of value choices beyond self. Faculty members project value choices to the student within and outside of the classroom. Maintaining high standards and expressing this formally as an objective of the university placed a burden on the faculty, while promoting a more creative and responsible faculty-student environment in which to search for truth -- the ultimate pursuit of the liberal education. As faculty seriously assumed this responsibility, it became more evident to students that the ramifications of one's decisions go far beyond an individual's immediate self-satisfaction. Future technological, political, financial, legal, and professional choices are seen to hinge upon whether one will exploit a situation for personal gain or observe a broader scope of accountability to others. However, faculty have emphasized that, if the university professes high standards and yet the administration and support services are not also held to these, the objective rings hollow.

Scenario B: The objective was not undertaken.

The university did not formally encourage in the faculty a set of ethical values necessary for the protection of individual faculty-student rights and the fostering of individual responsibility. More and more we seem to educate students to become knowledgeable opportunists who know the price of everything and the value of [illegible]ng. The university increasingly focuses on technical and scientific c[illegible]nce to meet the perceived societal needs for specialized and pro[illegible]al skills. This narrow interest neglects the development of a so[illegible] conscience sensitized to the appreciation of ethical and aes[illegible] values. Consequently, the university continues to forfeit its [illegible] authority and credibility as a center of liberal arts education.

Faculty III(A): The university will sharpen the process to measure and evaluate the effectiveness of the faculty in an effort to keep the faculty professionally alive.

Scenario A: The objective has been achieved.

There already existed an established process for faculty development and funds for workshops. In an effort to achieve this objective, the funds were increased and there was greater encouragement on all levels for faculty seeking to sharpen or expand teaching skills and knowledge. Faculty members are now granted released time for research and creative activity during a given semester. More money has become available in this area, as well as additional funds for faculty research grants and summer research grants available through the Graduate School and the University Research Committee. There is greater acknowledgement of those receiving grants and a systematic evaluation of the work produced by these faculty. The university is considering whether to publish those articles written as a result of such research money.

The evaluation of the faculty is now a clearly prescribed process involving several areas of the university -- students, peers, chairpersons, and deans. Faculty are advised of the results of the evaluation and counseled with regard to their needs academically and/or professionally. Faculty are then encouraged to seek further training or to become involved in curriculum development projects to freshen teaching methods. There is great encouragement to seek this kind of help and it is not solely the responsibility of the faculty member to initiate it. There is a more careful evaluation of faculty during the process of consideration for tenure and faculty who have not shown improvement in weak areas are not offered tenure. Tenured faculty are also strongly urged to continue to study and refine teaching skills.

Scenario B: The objective was not undertaken.

With money already available for faculty research and creative activity, it was felt that no further support or encouragement for these activities was necessary. With escalating costs, it is now difficult to do projects with the limited funds available and faculty are discouraged from applying by the competition for few awards. The cost for workshops, seminars, and classes has made it very difficult for faculty to participate without substantial financial aid, and it is very difficult to encourage faculty to retool to meet their changing disciplines.

The existing haphazard method of faculty evaluation has continued into the 1980s and this provides some basis for decisions regarding tenure and promotion. However, there are faculty who are tenured despite weaknesses in the classroom and in overall productivity. There is also an increase of tenured faculty who fail to continue to grow and innovate and who produce little research or creative activity.

Faculty III(B): The university will avoid potential full-time/part-time conflicts.

Scenario A: The objective has been achieved.

ASU has avoided this conflict by meeting its obligations to the students with primarily full-time faculty. While utilization of part-time employees has been beneficial in certain situations, it has been used successfully on a limited basis only. The legislature has funded permanent employees which has allowed for slow, stable growth. There has been no lowering of morale due to the unrealistic demands of increased productivity by either the legislature or administration. The university and state have maintained an attitude that job security and morale are of paramount importance to the faculty.

Scenario B: The objective was not undertaken.

ASU has moved into an area of possible conflict and dissention by handling growth and increased enrollment with the hiring of part-time rather than permanent faculty. As the Watauga County area continues to grow, the pool of highly qualified persons who will teach on a part-time basis increases. Since the public demands an increasing accountability for public funds, the tendency is to fill positions with part-time employees whose salaries and fringe benefits are not as costly as those of full-time faculty. While part-time employees accept jobs with the understanding that when the demand for their services no longer exists, their employment will terminate, their mere presence and availability remove the bargaining power of permanent faculty for increased job security and benefits. Thus, morale problems exist within some departments.

In addition to monetary and security issues, the role of part-time faculty in the departmental process is unclear. Should part-time faculty have equal voices in curriculum planning, as well as in directions the department will take? While many of these part-time persons are of very high quality, not all of them have the same long-term interest in the department's and university's well-being as do permanent employees.

Faculty IV(A): In view of a declining real wage for most sections of the population, including faculty members, the university will strive to hold faculty loss in real income to an amount no more than the national average and will strive to increase "indirect" means of compensation.

Scenario A: The objective has been achieved.

The university has been able to establish substantial fringe benefits which compensate for the loss in real income to the faculty. The university has also been able to increase faculty salaries to a buying power equivalent to the other schools in the system and has held the loss in real income to no more than the national average.

By raising salaries to a level competitive with other universities in the system, ASU is able to attract and retain quality faculty and maintain a high level of academic performance. The fringe benefits in increased insurance payments, tuition waivers for faculty children in other schools in the system, and the sabbatical leave help offset the losses in real income and help encourage renewed study and research.

Scenario B: The objective was not undertaken.

The university continues as it has with salaries not as high as other schools in the system and raises not meeting the rate of inflation. Fringe benefits continue as they are, with the off-campus scholarly assignment possible, but no sabbatical leaves.

The university is able to retain a high quality faculty attracted by the environment and by the lower cost of living. However, ASU is not competitive in salaries with the larger schools in the system and will never have the research faculty that Chapel Hill has. More faculty will leave to return to business as the value of their salaries declines. This will be especially true in competitive areas such as the College of Business. With fewer "indirect" means of compensation, there is less encouragement of research and scholarly advancement, and increasing insurance costs further deflate the dollar value of the salary. Without substantial financial incentive, the quality of the faculty shows signs that it may begin to decline.

Faculty IV(B): The university will strive to acquire and maintain the best possible faculty in an era when resources are diminishing. In order to do this, the university will make every effort to expend as much of its budget as is possible on upgrading faculty salaries.

Scenario A: The objective has been achieved.

Lobbying efforts, in combination with the findings of several recent court cases, have resulted in the ASU faculty now being paid on a par with faculty in all of the 16 UNC campuses. The net effect of this has been generally to raise salaries at ASU. Continued efforts to reduce the number of administrators being paid under faculty slots has been successful. Hence more faculty funds are available for the teaching faculty. In addition, fund-raising efforts through the private sector have been notably successful and a fair percentage of these monies has been earmarked for the establishment of endowed chairs, etc. However, in spite of these gains, the faculty in general remains unhappy about the salary issue. This feeling is supported by statistics that continue to show faculty members receiving lower salaries than other comparably trained professionals who work in the private sector.

Scenario B: The objective was not undertaken.

In spite of attempts to the contrary, faculty salaries, at best, show only modest gains. And when compared with the private sector or even some of the other institutions within the UNC system, there is in fact a real loss. Part of this is owing to the fact that the state legislature has embarked on a program to widen the salary differentials between the various institutions within the UNC system. A glut of new Ph.D.s in most disciplines keeps starting salaries low and diminishes the pressure to raise salary levels at the higher ranks. Additionally, new federal regulations concerning services that the university must provide to its students has hindered any efforts on the part of the university to expand the percentage of its resources that it can allocate to faculty salaries. Notwithstanding these factors, the faculty, while naturally not happy with the situation, is not unduly upset. Feelings of discontent have been mollified in part by the modest salary increments that have been forthcoming. Recruitment of qualified new faculty has been relatively unhampered due to the number of new Ph.D.s and the paucity of university positions available. Furthermore, the reputation of ASU coupled with its geographical location, etc., continues to offset the salary issue and makes it an attractive place to prospective new faculty members.

Faculty V(A): ASU will strengthen and nurture the Faculty Assembly of The University of North Carolina as an effective means of providing meaningful and substantive faculty input to the President and his administration, to the Board of Governors, and to the State Legislature.

Scenario A: The objective has been achieved.

The number of respresentatives of constituent institutions of The University of North Carolina on the Faculty Assembly was formerly determined by the number of full-time faculty positions allocated to each institution. Under this system, ASU had only three such delegates and no rules or regulations were established for determining from which college these three representatives should originate, resulting sometimes in all three coming from only one college. Obviously, unless the chairperson of ASU's delegation was familiar with the needs and desires of all colleges, this situation could result in a state of nonrepresentation for one or more colleges as well as in the passage of certain changes in policy or actual key practices or policies without the knowledge of the ASU faculty as a whole. The Faculty Senate therefore issued new regulations governing voting for such representatives to the effect that each delegate had to be from a different college, thus effecting a more equitable distribution of delegates. Subsequently, the ASU delegation was able to persuade the Faculty Assembly that representation should be based on the number of colleges rather than on full-time equivalency and ASU now has six representatives.

Since the Faculty Assembly is the voice of the university and, through the President, advises the Board of Governors and the General Assembly, it is vital that more of the faculty be heard and that their contributions be shared with ASU's delegates. Furthermore, it is important that said delegates keep the general faculty informed of the proceedings of the Assembly. In this connection, Sec. II, par. 3, of the Faculty Assembly Charter provides: "Each institutional delegation to the Assembly shall make available to the faculty of its institution the official minutes of the proceedings of the Assembly, together with the written report of the delegation." And the Bylaws of the Assembly provide, Sec. XII B, Reports, that "The delegation from each institution shall submit to its faculty... an annual report of the work of the Assembly...for submission to the faculty concerned at its first regular fall meeting." The chairperson of the ASU delegation advised that such reports would be submitted to the faculty in the future and that the faculty would be given more opportunity to contribute to the decision-making processes of the Faculty Assembly. A yearly survey of faculty was instituted to measure the degree of satisfaction with faculty input.

The improvement in representation and in communication between the faculty and the Faculty Assembly delegates proved to be of inestimable value to both the university and the faculty.

Scenario B: The objective was not undertaken.

Unfortunately, no change was effected in the number and distribution of representatives from ASU to the Faculty Assembly. The number of representatives remains at three. However, the fact that the Faculty Senate issued new voting regulations to the effect that each assembly delegate should come from a different college is still a favorable outcome. With aggressive and thoughtful representation by the three delegates, the failure fully to achieve the objective is not highly significant since such representation is still beneficial to ASU. Moreover, the better interchange between the general faculty and the Faculty Assembly delegates assured by the Faculty Assembly Chairperson offset somewhat the failure to gain additional delegates. However, input from the faculty in general is not sought on key decisions made at the Faculty Assembly. No yearly survey of faculty satisfaction with minimal faculty input (i.e., faculty delegates only) is provided for. Faculty interest lags and the Faculty Assembly is not effective as a means of providing substantive faculty input on matters of university-wide import to the President, the General Administration, to the Board of Governors, and to the State Legislature.

Faculty V(B): ASU will continue and encourage the development of the Faculty Senate as an effective voice in the governance of ASU.

Scenario A: The objective has been achieved.

As the Faculty Senate continued to mature as an efficient and effective voice in university affairs, the individual faculty member experienced a heightening of his/her own consciousness about his/her own contributions. They increasingly see this body as that through which they can voice their concerns and decisions.

Through the measures taken to implement this objective, the senators became more sophisticated in ways to gather opinions from faculty members. The fact that the senate has continued to increase its strength as a deliberative body (e.g. the retrenchment study of 1979-80) encourages faculty members to study the issues and contribute their input through their representative senator. Because of a procedural deliberateness that incorporates as many points of view as possible, the administrators of the university take the advice of the Faculty Senate seriously. Administrators increasingly consult the senate on a regular basis for its recommendations concerning decisions that affect the life of the university. Newly-elected senators are enabled to make informed decisions about university affairs because the Senate Committee on Welfare and Morale has instituted a training program for new senators. Further, representative senators serve as liaisons on university councils and committees as vital communication links between the senate and the university. An outgrowth of the soundness of the senate's operation is the impact of ASU faculty opinion upon the President, the General Administration, and the UNC Board of Governors. During the Faculty Assembly meetings at Chapel Hill, the President listens closely to the chairperson of the ASU Faculty Senate because that person represents an experienced and mature faculty body.

Scenario B: The objective was not undertaken.

As the economic situation grew worse, the Faculty Senate worked to consolidate procedural matters rather than develop changes necessary to being an efficient and effective voice in university affairs. Strong and well-defined procedures still protect the faculty's individual and collective rights within the academic community, but faculty interest in faculty governance has eroded. These procedures are usually respected and even enhanced in cooperation with a good administration, especially in a growing institution where good quality faculty are attracted. But if capable administrators are hired away into more lucrative positions and a less adept administration replaces them, the result could be a less democratic institution. Strong procedural definitions permit concerned faculty a means for controlling certain decisions or, at least, mitigating poor or adverse administrative directives. During severe economic times this guards against unscrupulous use of tenure termination. However, the broader interest in university decision-making has suffered as narrow "bread and butter" issues overshadow traditional liberal arts concerns.

Since the Faculty Senate failed to accept responsibility for making as flexible and broad a procedural policy as possible by neglecting the development of a training program for new senators in order for them to make informed decisions on university affairs, and since representative senators were not placed on university councils and committees to increase communication and effective decision-making in university governance, the strength of the faculty voice has diminished. Limited faculty input in developing strong procedural definitions for the Faculty Handbook has weakened its effectiveness for future use. Faculty interest in the senate as having an effective voice in university affairs has declined. Administrators no longer consult regularly with the senate for its opinion on new matters requiring decisions since it is not a voice representative of the faculty as a whole.

Faculty V(C): The Faculty Senate will revise and refine the structure of university committees.

Scenario A: The objective has been achieved.

With 11 university committees serving the structure of the academic community, a wide range of activities is represented. Approximately one-fifth of the faculty members, together with their interests and education, are contributing to the university community through the outreach of these various committees. Those faculty members who might be reluctant to accept positions of major leadership responsibilities can give the benefit of their insights through the committee structure.

The practice of review and revision initiated by the Faculty Senate provides continuity and change for the committee structure. It encourages an overview of all of the committees to see that each is functioning in a valuable manner. If not, it can be omitted (as was the Educational Development Committee). If the need for the committee is vital, the review encourages a productive use of mechanical procedures such as electing a chairperson the preceding spring semester. A clear chain of command helps the committee to begin promptly, at the beginning of fall semester. If committee members are unclear as to their committee's direction, they are informed of their purpose and can establish a procedure that will accomplish it. In this way, firm recommendations are developed that are representative of diverse opinions. These are shared with the appropriate administrators.

Wise administrative officials incorporate these suggestions into their own thinking. In addition, they develop policies that embody these faculty recommendations. Heavy committee assignments for faculty are not encouraged by the administration. The Senate Committee on Committees, charged with an annual review and possible revision of university committees, continues its streamlining of university committee structure at periodic intervals.

Scenario B: The objective was not undertaken.

Without provision for periodic review and revision of university committees, the system works well only if a significant democratic process is functioning. If the committees are not functioning in a constructive manner, human factors can work havoc. For example, a chairperson sensing potential power in the position chooses to exploit it rather than assist in gathering information that represents differing points of view. Or there is an opposite reaction. Administrative directives are rubber-stamped, expediting the committee's responsibilities but not adequately representing faculty concerns. Dissension and angry complaints result from situations such as these.

The legal authority of the committee's work is of increasing concern as economic conditions get tighter. This was already the case in the 1970s for committees involved with grievance procedures and academic freedom and tenure questions. However, as accountability became more of an issue, such committees as the Academic Policies and Procedures Committee and the Patent and Copyright Committee have also been affected.

The size of the committee influences its effectiveness. A large committee does not allow group dynamics to function fully; its working procedure can become cumbersome and alienating to those possessing leadership skills in group dynamics. A small committee where two cantankerous faculty members continually square off against each other, even for the sake of argument, can be destructive in building a constructive committee atmosphere.

However, because of the failure of the Faculty Senate Committee on Committees to continue to review and refine the structure of university committees, it is difficult to correct such situations. Consequently effective university governance is undermined.

Faculty V(D): There will be more interaction between the various university councils and the Faculty Senate and faculty in general.

Scenario A: The objective has been achieved.

The various university councils have become more responsive to the faculty in general by periodic reports to the faculty and by soliciting faculty opinions on impending decisions that affect them. A Faculty Senator is assigned to each council as a liaison between the Faculty Senate and the respective council. Since the councils are appointed by the administrative officer to whom they are responsible and to whom they report, the need was seen by the administration, the senate, and the faculty in general for the councils to receive more faculty input and concerns. University governance is increasingly a reality as the faculty as a whole has influence on decisions and on which of its members serve on the university councils. Furthermore, a study of the various university councils by the Administrative Cabinet and the Senate Committee on Committees resulted in a streamlining of them so that they perform vital functions necessary to sound faculty organization and governance.

Scenario B: The objective was not undertaken.

The university councils rarely report to the faculty in general. The faculty as a whole has little influence on which of its members serve on these councils because the councils are appointed by the administrative officers. Because of heavy committee assignments, the Faculty Senate is unable to assign a Faculty Senator to each council as a liaison between the Faculty Senate and the respective council. The Administrative Cabinet saw no pressing need to seek more faculty input in what it regards as essentially administrative concerns. The Senate Committee on Committees was content to restrict itself to university committees, in keeping with the Faculty Senate Handbook. The various university councils function as usual, and no study is conducted to discern how vital and necessary a function each performs. Faculty interest in university-wide governance declines as faculty members are content to delegate their voice via the Faculty Senate.

Faculty V(E): ASU will establish an elected committee of the faculty to advise the Chancellor regarding retrenchment issues.

Scenario A: The objective has been achieved.

Consideration of a positive recruitment program has led to a somewhat less severe student attrition rate than was anticipated in the early 1980s. By implementing a vigorous effort to serve nontraditional college populations in the region through external degree offerings and establishment of new ways to reflect FTEs, it has been possible to maintain almost 80% of previous enrollments.

In accordance with the RUPAC proposals, termination of tenured faculty, when such measures were considered owing to reduction in number of programs offered, has been kept to a minimum. There have been intensive efforts to retrain faculty where programs have been eliminated, and natural attrition, through retirement, permanent disability, or death, as well as departure for new positions, has enabled the administration to retain all but three tenured faculty. However, the faculty is quite static and the median age far older than was formerly the case. The deans of the several colleges have repeatedly urged the Chancellor to establish strategies for faculty renewal through exchanges or temporary hires of younger scholars.

Many faculty members dislike the schedules which require them to make off-campus trips once or twice a week to teach three-hour evening blocks. They express concern about the lack of scholarly library support for field-based students, especially at the upper division and gradute levels. Since students only need to earn 12 hours of resident campus credit for a bachelor's degree now, there is no way to fill the dormitories.

On the other hand, the adjustments in teaching load recommended by RUPAC have enabled tenured faculty to pursue scholarly interests and do more publication than previously, leading to increased respect for Appalachian State University's academic depth.

A very few faculty members have taken advantage of the early retirement incentives. With the ever escalating cost-of-living indices, it is not realistic for them to give up the substantially better income they can earn by teaching until they reach age 70. As a result, the General Administration at Chapel Hill is considering an across-the-board reduction in pay scale, a plan which was recommended by the last session of the General Assembly as an alternative to closure of three of the state system campuses. It is an uneasy time.

Scenario B: The objective was not undertaken.

Severe cutbacks in state appropriations in the early 1980s caused the Chancellor to abandon the RUPAC recommendations. At the direction of Chapel Hill, 17 campus programs were eliminated. The resulting litigation by the AFT, which had nosed out AAUP in the unionizing that took place in 1982, was injurious to faculty morale, campus finances, and recruitment efforts. The efforts by AFT to reinstate faculty are still in the courts. Student enrollment is only 500 FTEs. All classes are held in two buildings, and the campus is a ghost village of empty structures.

Institutional Sector: LIBRARY

Library I: Library holdings will increase to keep pace with increased demands for additional resources and to meet ACRL standards; a minimum of 80 volumes per student (FTE) should be reached by 1990.

Scenario A: The objective has been achieved.

The 1990 Appalachian State University library, with its 80 volumes per student, now meets the ACRL standards for institutions granting the MA degree. Circulation of books among undergraduate and graduate students has greatly increased, since professors now are assigning much more outside reading. The library is better prepared to support and serve the people of the region who seek information or pursue degrees in a wide range of subject specialties. Greater accessibility and use of the library is being made possible through a delivery system to a central location in various departments, to off-campus centers, and to outreach programs. More research and scholarly publications by faculty and graduate students dealing with regional, national, and global issues are made possible by increased library holdings. Resources are available to support the planning of new courses in such areas as parent education, gerontology, and black studies, as well as to support programs for women, the handicapped, and foreign students. The library has become a regional center of multicultural material, a laboratory of updated scientific information, and more of an intellectual magnet or focal point for study, research, and pleasure reading for students, faculty, and lifelong learners. The overall impact of achievement of this objective has been the emergence of a more scholarly student body and faculty with a greater concern for excellence.

Scenario B: The objective was not undertaken.

The 1990 ASU library holdings have not kept pace with the increased needs and demands of students, faculty, or the public. In fact, ASU has reached a period of stagnation in the education of its students. Graduate students and faculty who are interested in scholarly research and publications are turning to other universities. The university shows little concern in its library holdings for the needs of special students. As a result, the retirees, the handicapped, foreign students, and other minorities are looking elsewhere for their schooling. The demands of the people of the region for various outreach programs and adult education are not being met. Few curriculum changes are being made; therefore, students are not being prepared to cope adequately with the problems of conservation, energy, environment, and international relations. The future of ASU as one of the leading universities of the state looks bleak. It lacks quantity and quality in its library holdings.

Library II: To ensure adequate funding for the purchase of library materials by increasing the yearly budget to reflect the annual inflation rate, by providing additional funding to support new programs approved during the preceding year, by seeking alternative means of funding to supplement traditional funding, and by establishing a separate budget item for audio-visual/media materials.

Scenario A: The objective has been achieved.

Through inclusion of an inflation factor in the annual budget, the library has been able to meet steadily rising costs for acquiring and processing materials. This funding enables the library to sustain an annual gross growth rate in its collections of at least 5%, which is the minimum growth rate recommended by the ACRL for a library whose collections have already reached the overall size required by ACRL standards. The inflation factor allows for continuity of collection development, which is absolutely essential if the library is to maintain its utility to the patrons it serves.

Provision of additional library funding to support new academic programs approved during the preceding year means that the library is able to purchase materials for new and expanding programs without infringing on funds needed to support previously existing programs.

Because of the aggressive efforts of library administrators and the Learning Resources Committee in seeking alternative means of funding, grants and gifts from outside sources (government, private industry, alumni) are aiding the library in its attempt to meet minimum ACRL standards for library holdings per student.

Establishment of a separate budget item for audio-visual/media materials, a suggestion of the 1971 SACS Visting Committee, allows for a clear-cut division of the funds needed for purchase of both book materials and AV materials. More intelligent long-range planning in the development of both collections is made possible. In particular, a separate budgetary entry for AV materials has lessened the likelihood that expenditures for such materials will infringe on funds required for book purchases and thereby enhances the library's capability to meet the ACRL Standard for college libraries which is based on print volumes or microform volume-equivalents.

Scenario B: The objective was not undertaken.

Because an inflation factor has not been included in the annual budget, the library cannot meet increased costs for acquiring and processing materials. High costs for books and other materials have reduced the number of items which can be purchased. In addition, the declining value of the dollar abroad has reduced the number of foreign books, periodicals, films, and videotapes which can be acquired. Continuity of collection development has been lost. As in the academic years 1979-80 and 1980-81, departments must order a declining percentage of the materials they usually order. Library patrons are immediately deprived of a portion of the most up-to-date literature in the various disciplines; some of it will go out of print and never find its way into the library.

In the absence of additional library funding to support new programs, the university continues each year to approve new programs which generate increased numbers of requests for books and other resource materials. Such requests can only be partially filled and, even then, at the price of withdrawing funding support -- already minimal -- from previously existing programs.

Since alternative sources of library funding have been ignored, the collection has not been improved through gift contributions or monies generated by grants.

Failure to establish a separate budget item for audio-visual/media materials means that expenditures for such materials continue to be paid, virtually without limitation, from the book budget. This militates against intelligent long-range planning for development of both book and AV collections. Since the tendency is for expenditures on AV materials to infringe on the monies needed for book purchases, the library's capacity to meet the ACRL Standard for college libraries, based on print volumes or microform volume-equivalents, is reduced.

Library III: The library staff, in cooperation with the Learning Resources Committee, will develop an overall collection philosophy as the basis for a more systematic allocation of library resources among competing instructional, research, and extracurricular program needs.

Scenario A: The objective has been achieved.

With a clear set of goals and objectives before them, supported by quantitative data on enrollment, size and composition of faculty, adequacy of library holdings in each subject area, research needs, publication trends and costs, and collection use, library administrators and the Learning Resources Committee are able to assure a more sensible and equitable allocation of library resources among competing needs within the university and, at the same time, maximize the utilization of resources in a period of increased costs and budgetary constraints. More informed decisions are possible when attempting to apportion resources among departments within the library and among academic departments, as well as among other competing interests -- new interdisciplinary programs as opposed to the traditional disciplines, new "professional" programs as opposed to the liberal arts, graduate programs as opposed to undergraduate, instructional as opposed to research needs, or the purchase of books as opposed to audiovisual/media materials. When new programs are established or old ones discontinued, the library can respond quickly and accurately with impact statements, showing the effect on library resources. In competing for institutional funds, the library is better able to furnish precise justification for its needs.

However, there is some danger that a collection philosophy, once developed, will linger from year to year, becoming an inflexible and increasingly outmoded standards. Thus, it is realized that it is imperative that the demands on library resources be under constant scrutiny and that library objectives be periodically readjusted in response to changes in institutional directions.

Scenario B: The objective was not undertaken.

Without an overall collection philosophy, there is no guarantee that utilization of library resources will be geared toward meeting institutional needs and priorities. As in the past, credit hours generated by departments is the principal criterion for allocating resources among subject fields. This is an easy solution to the allocation problem which sidesteps the central question of how to proceed with a view to building a library sound in quantity and quality of materials within each discipline and, at the same time, reasonably well-balanced in quantity and quality of materials among all disciplines. The library's responsibility to develop a well rounded collection, whatever the current course offerings, remains unfulfilled under the credit-hours-generated formula. Heavily enrolled departments which may already be supported by sound library collections are continuously awarded extensive funding, while smaller disciplines seeking to build adequate collections for their students lack necessary funding. Graduate programs needing funds to build viable research collections are dependent for success on the undergraduate credit hours they can generate. To what extent students and faculty of each discipline actually use the library, or need to use the library, is a question ignored entirely. Moreover, the system of allocating funds to traditional disciplines tends to slight the growing demand for materials interdisciplinary in nature.

Library IV: Professional staff with expertise in the areas of subject specialization, systems design, foreign languages, and information retrieval will be added to library personnel to improve information services. Clerical staff with library technical skills will be increased to provide support services for the professional staff at a ratio of three to one.

Scenario A: The objective has been achieved.

The presence of additional professional staff with subject expertise, recommended by the 1971 SACS Visiting Committee, promotes better coordination of library services with the needs of instructional departments. Knowledgeable in the literature of their particular subject specialties, they can effectively direct studies of library strengths and weaknesses in their areas, prepare subject bibliographies, assist in library orientation of students majoring in their disciplines, and work closely with instructional faculty in developing resources for new courses. In particular, librarians with a high level of subject competence have become an integral part of the resource selection process, setting acquisition priorities and providing for a more even and reliable flow of books and other materials into the library collection. Moreover, employment of professional staff with language competence has created greater library interest in the acquisition of books in foreign languages. The addition of staff with expertise in information retrieval has hastened participation in on-line retrieval networks and generally enhanced the library's capability to exploit effectively its full resources for research and instructional purposes.

Increase of clerical staff to three times the number of professional staff has brought the library up to ACRL standards and for the first time obviated the need for professional librarians to devote part of their time to clerical duties. As the library continues to expand, skilled supportive personnel in adequate numbers allows for quicker and more efficient acquisition, processing, delivery, and interpretation of library materials. Increased clerical staff also permits student and faculty access to library materials for a greater number of hours each week.

Scenario B: The objective was not undertaken.

Lacking sufficient professional staff with subject expertise, the library is limited in the services it can provide to instructional departments. As in the past, a professional librarian serves as liaison with each academic department, receiving book orders and responding to queries of departmental library representatives. But without training in the subject specialty, the liaison person cannot accurately gauge the library resources available in the field and their relative value to researchers, can give only marginal assistance to students in the discipline, and is unable to work with instructional faculty in developing resources for new courses. Staff without subject competence cannot participate effectively in the resource selection process. Left to the personnel of individual departments, book ordering tends to be uneven, leaving significant gaps in subject collections. Weak foreign language collections and outmoded information retrieval techniques remain characteristic, as the library still lacks sufficient specialists in these areas.

Failure to add clerical staff to support professional librarians slows the acquisition, processing, delivery, and interpretation of library materials. Professionals are forced to devote part of their time to clerical routines. The library cannot remain open as many hours, a particular handicap for graduate students who often cannot use library facilities late at night, on weekends during the summer sessions, and during vacation periods.

Library V: The library administration will be consulted by departmental curriculum committees concerning resources, present and potential, needed for support of new and expanded programs, and the library will be represented on all academic policy committees that affect or are affected by the library.

Scenario A: The objective has been achieved.

Consultation of departmental curriculum committees with the library administration permits both parties to assess, in terms of library resources, the feasibility of inaugurating new programs or expanding existing programs. Administrators can view a new program proposal within the context of the library's overall collection philosophy and total financial resources and estimate the library's capacity to fund purchases of necessary books and other materials over a period of several years. On the basis of such information, curriculum committees can make a reasoned judgment as to whether or not to proceed with implementation of a new program.

Representation of the library on academic policy committees, as suggested by the 1971 SACS Visiting Committee, permits essential library input into decisions to approve or reject new program proposals. Such decisions are no longer made without full knowledge of the library's capability to provide adequate resources for the support of new programs.

Scenario B: The objective was not undertaken.

In the absence of provision for regular consultation between departmental curriculum committees and library administrators concerning new program proposals, departments proceed to implement programs without regard for the library's ability to fund purchases of needed books and other materials. Consequently, new programs are usually not supported with sufficient library materials. The library is often placed in a position where it must violate its established collection philosophy, as funds earmarked for existing programs are spread thin in order to provide some minimal support for a new program.

In the absence of library representation on academic policy committees, new programs continue to be approved without due consideration of the library's support capability.

Library VI: To provide better and more cost effective use of the library's resources, computer technology will be utilized in the development and implementation of a total library system consisting of Acquisitions, Cataloging, Serials, and Circulation Control.

Scenario A: The objective has been achieved.

The computerized total library system enables the library to provide faster and more accurate service to patrons. Library personnel are able to order and process materials with increased accuracy and speed. The necessity of hiring additional personnel to aid in the processing and circulation of materials has been reduced. Library faculty are freed from routine clerical tasks, which enables them to devote more time to assisting patrons. Better control is maintained over the collection and user access to needed materials is improved. Patrons and personnel are able to determine quickly the status of materials -- whether they are checked out, lost, at the bindery, on order, etc. Terminals situated at convenient locations are used to determine where to locate needed library materials.

Reports generated by the system (inventory, circulation, etc.) supply personnel with necessary information. Statistics on usage of books, serials, and AV materials are easily obtainable. These usage statistics are used in collection development and influence the allocation of funds for collection development. Serials titles that are infrequently used can be eliminated, resulting in savings in subscription and bindery costs.

Despite increased operating costs resulting from initial implementation of a computerized system, library service is greatly improved. This improved service, along with an anticipated decrease in the cost of computing and an expected lowering of labor costs as computers reduce the need for new personnel, has led the Associate Librarian for Technical Services to conclude that the system will eventuate in more cost effective use of the library's resources.

Scenario B: The objective was not undertaken.

The library has the same partially automated system that it had in the year 1980 and finds itself performing with decreased efficiency as the number of materials ordered and usage of materials increases yearly. Delays in ordering and in processing of materials occur with increasing frequency. The backlog of materials awaiting processing grows steadily. Human error occurs as the overburdened personnel attempt to order and process materials as rapidly as they can. Staff dissatisfaction is evident as the pressure to handle the backlog increases, and staff turnover increases. Faculty members are annoyed with the time lag between their submitting of an order and placement of the item on the shelf. Additional personnel are being hired in an attempt to deal with the situation. Labor costs are rising and an increasing portion of the library's budget is being allotted to personnel salaries.

Record-keeping and gathering of statistics continue to be handled manually and inaccuracies due to human error continue to occur. Necessary reports (e.g., usage reports) continue to be unavailable. Much staff time continues to be spent on routine clerical functions, and the staff is not able to provide increased patron service. Additional staff has been added to handle increasing circulation loads.

User access to needed materials is hindered as patrons have difficulty determining the status of needed materials -- whether an item is at the bindery, checked out, missing, in technical services, etc. Patron service has decreased and growing patron and staff dissatisfaction with the system is evident.

Library VII: In order to determine how best to use its resources, the library will conduct ongoing studies, including cost efficiency studies.

Scenario A: The objective has been achieved.

Ongoing studies have enabled the library to conduct its operations in an efficient, cost effective manner. Library staff conduct studies to define problem areas. Efforts are made to evaluate alternative solutions to problems so that the best possible solution is chosen. Studies include analyses of operational systems, work measurement and simplification studies, and basic time and motion studies. Systematic analysis of library operations has contributed to an increase in productivity. Studies are helping to provide clear goals for library personnel, and personnel feel a sense of participation as they undertake various studies. Shifts in duties and personnel occur when findings demonstrate more productive ways to use personnel. Staff members are sometimes reluctant to change their routines, and there is some criticism to the effect that it is taking more time and effort to conduct these studies than they are worth. The general consensus, however, is that the studies provide lasting benefits and are well worth the time spent on them. In addition to staff-conducted studies, studies are undertaken by library consultants when the library administration determines that there is need for such consultants. Consulting services are used effectively and result in considerable savings for the library.

As the library proceeds with computerization of its services, studies are undertaken to ensure that this effort is accomplished in the most effective manner. Library costs continue to rise in spite of improved efficiency and cost reduction efforts. These efforts, however, tend to control the rise in costs to some extent.

Note: The stipulated result of this objective is the hiring of a library consultant in the year 1985 and every five years thereafter to report to the library administration, the Learning Resources Committee, and the Vice Chancellor for Academic Affairs on the state of the library. Because library consultants are normally called in when library management determines that there is a need for their services, management may well question the advisability of choosing an arbitrary year and conducting a study during that particular year and every five years thereafter. The use of a consultant in this manner may have the possible disadvantage of insufficiently involving library management and staff, which may lead to feelings of ill will and resentment. The accreditation team may make various recommendations and possibly even suggest that the library hire a consultant after its review of the library. If this should be the case, the library may not have had sufficient time to implement changes suggested by the accreditation team prior to the arrival of a consultant in 1985.

Scenario B: The objective was not undertaken.

The absence of ongoing studies, including cost efficiency studies, has resulted in a decrease in the efficiency of library operations. The library administration and department managers lack sufficient input necessary for effective decision-making. Lack of systematic studies to determine problem areas and examine alternative solutions to these problems results in their continued existence. Staff are not functioning at optimum productivity levels. Work flow and procedures are not as efficient as they could be. Patron studies are no longer conducted and this has resulted in a decrease in patron service. The absence of studies regarding availability of needed materials and quality of service has reduced user input necessary to library personnel.

The efficiency of the automated total library system which is in the process of being developed and implemented has been hindered because of the lack of systematic study. The expertise of library consultants necessary at various stages of development and implementation has not been sought and utilized. The system suffers from the loss of specialized skills, analytic ability, new ideas, and objectivity that such consultants provide. As a result, the system is not as effective and cost efficient as it could be. The absence of the expertise of library consultants and the discontinuance of library in-house studies has resulted in inefficient usage of library resources.

Library VIII: The library will participate in on-line information retrieval networks and resource-sharing networks of a state, regional, or national organizational structure, such as the Center for Research Libraries and the National Periodicals Center System.

Scenario A: The objective has been achieved.

Increased participation in various network systems has enabled the library to stretch its limited budget and resources. On-line information networks now provide access to over 100 data bases and indexing and abstracting services, which has reduced the need for subscription to a number of highly specialized, little used, expensive reference tools. Services offered to the researcher are increased. On-line retrieval of information far exceeds that possible by manual searching methods (e.g., computer access points include words appearing in a title or abstract as well as author and subject categories). Time required for a literature search is greatly reduced. Printout capabilities of a computer search have eliminated the tedious job of copying relevant bibliographic information. The reference librarians' time involved in training and developing search strategy, however, has also increased. Eventually, additional reference staff will be necessary.

As the library conducts more on-line searches, there is a greater demand for titles not owned by the library, thus increasing the need for interlibrary loans. Resource-sharing networks, supporting traditional interlibrary loan service, are facilitating borrowing and delivery of materials. Faculty and students have greater access to materials not owned by the library. The university is in a better position to support research efforts of its faculty and intellectual development of its students. Such networks have facilitated communication with other libraries and have encouraged cooperative collection development. Most resource-sharing networks involve negligible costs. The Center for Research Libraries is an exception. As a member of CRL, the library is now committed to approximately $3,500 per year. In addition to the initial cost of establishing on-line search service, the library has ongoing budget provisions for data base thesauri, telephone charges, and travel expenditures for participation in training and update workshops, which are essential for proficient searching.

Scenario B: The objective was not undertaken.

The library has decided not to pursue any additional resource sharing network systems. The delivery of materials not owned by the library via interlibrary loan remains the same. Because of the OCLC ILL subsystem, in which the library does participate, faculty and students receive materials faster than with the traditional mail system. Library users, however, continue to run into copyright limitations and must continue to pay for photocopies. Membership in CRL would alleviate both these barriers as CRL lends journals in lieu of photocopying articles. In addition, library users continue to wait extended periods to receive obscure materials through normal ILL channels. The library's decision not to continue financial support for on-line data base searching, initiated in September, 1980, leaves the library in the dark ages of information retrieval. The failure to pursue actively various network systems indicates a lack of support for the intellectual development and research endeavors of the university community. This has resulted in a negative attitude on the part of faculty and students towards the library in particular and the university in general.

Library IX: The library will provide improved access to its microform and government document collections through comprehensive indexing of those collections in the main card catalog, increased staff assistance to users, an increase in the number of microform reading machines, and more efficient repair and maintenance of microform equipment.

Scenario A: The objective has been achieved.

Because the library now indexes all microforms and government documents in the card catalog, there is a greater awareness of the library's holdings in those areas. As a result, there is a marked increase in the use of these materials. Thus the library is promoting the intellectual development of students by enabling them to use primary, up-to-date, and authoritative publications rather than relying on the unsound research method of using merely books and encyclopedias. As awareness of microforms and government documents has increased, these resources, which include many primary source materials, have become the basis of a number of master's theses. Librarians and researchers are spending less time in tracking down these materials. Because all microforms and government documents are cataloged, the library now has a more accurate record of its holdings. The library's budget has been increased to cover OCLC on-line charges for approximately 3,000 additional titles per year and to include salaries for the additional staff required to input information into the OCLC data base and process cards for the catalog. Whenever sets of catalog cards are available with microform collections, those cards are being purchased along with the microforms.

Because the library has increased the number of microform readers and improved the maintenance of the machines, there is less frustration in using microforms and greater assistance from materials in that format. As there is more assistance provided in locating and using microforms and documents, faculty and students are finding it easier to use these materials.

Scenario B: The objective was not undertaken.

The library has decided that the cost of cataloging all microforms and government documents is too costly. Accessibility to microforms and government documents remains as it has been. Library users continue to rely upon the librarians' expertise in these areas. Librarians continue to teach users how to locate material in these collections on an individual basis as asked. Few library users, however, are aware of potentially useful materials in these collections. Thus these resources are largely overlooked. Although the cost of cataloging microforms and documents is being saved, the cost effectiveness of allocating funds for space, staffing, and purchasing equipment and materials for underutilized collections may be questioned. Perhaps investigation will be made of other means of making these resources more accessible, such as additional guides to microform collections and key word indexes in the COM catalog for government documents.

Note: Although microform facilities seem adequate at this time, this would not be the case if microforms were more accessible, i.e., through comprehensive indexing in the card catalog. Moreover, even though more staff hours are being devoted to the collection, users are still unable to get the assistance they need in locating and using microforms, primarily because the area is not fully staffed at night. It should be noted that the microform collection includes more volumes than all the rest of the library.

To give these materials second priority in cataloging because of format, to fail to provide the best reading machines available, and to fail to provide the best assistance to students and faculty using the materials is to overlook their important place in research and information retrieval.

Library X: The library will seek to become the major repository for primary manuscript data on the Southern Appalachian region.

Scenario A: The objective has been achieved.

Appalachian State University has made significant progress toward becoming a major repository for manuscript sources on the Southern Appalachian region. Since a new curator has launched an aggressive acquisition program, ASU has added to its collection such valuable materials as family documents, diaries, Bibles, church records, business records, photographs, letters, and papers of prominent citizens. Authors writing about this region have also contributed manuscripts and galley proofs of their work. These manuscripts provide rich resource materials for faculty and students in the various departments, such as English and History. The graduate program in Appalachian Studies is the most obvious beneficiary of the manuscript collection. It has grown into a first-rate regional studies program. Folklorists, historians, musicians, writers, artists, educators, and other interested people of the region and nation are now using the collection.

Space and facilities for housing, displaying, and properly preserving the collection are provided. A full-time records manager supervises the organization and cataloging of the various manuscripts. Since ASU is now an established manuscript repository in the region, it has become part of a cooperative program with other major collecting agencies who share and exchange materials. Many materials of the region are now sent automatically to ASU.

Scenario B: The objective was not undertaken.

Because of ASU's failure to establish itself as a major repository for primary manuscript data of the Southern Appalachian region in the 1980s, it has lost many valuable materials to other universities. Therefore, ASU students and faculty must travel to other repositories to find adequate materials for research projects. Others in the region are no longer interested in coming to the Appalachian Collection for research and study.

In the absence of a curator to publicize the importance of properly preserving documents for posterity, many manuscripts of western North Carolina remain in private hands, destined to be permanently lost through gradual deterioration, fire, or consignment to the rubbish heap.

Lack of proper facilities for preservation of materials already in the Appalachian Collection has contributed to their deterioration. Fear of losing materials through theft and fire is constant. There is little public interest in contributing materials to a university that doesn't provide proper facilities for preserving manuscripts and making them accessible to researchers.

Library XI: The library's organizational structure and procedures will be designed so as to facilitate cooperative participation by library administrators, faculty, staff, and the Learning Resources Committee in management decisions that affect the library.

Scenario A: The objective has been achieved.

Systematic participation of both faculty and staff members in the decision-making process has encouraged a more useful flow of ideas about how to improve operations. Library administrators and managers are able to draw upon the expertise of all staff members in pinpointing time-consuming and expensive bottlenecks and in developing more efficient policies and procedures. Staff members so involved exhibit a greater appreciation of the library's total needs, as well as of their own role in meeting those needs. The result is less absenteeism and waste, better interpersonal relationships, and stronger commitment to decision implementation. Similarly, regular consultation between library administrators and members of the Learning Resources Committee has broadened the input into policy decisions and has promoted mutual understanding of faculty and student needs, as well as of the constraints under which administrators labor. Increased dialogue among all those concerned with the library's welfare has had the effect of slowing the decision-making process. However, at a time when the library is confronted simultaneously with increased costs and limited budgets, the gains derived, in terms of efficiency, from maximum utilization of talent available have been immense.

Scenario B: The objective was not undertaken.

The absence of systematic consultation among administrators, department managers, and staff has permitted quicker decision-making, but the opportunity to draw upon the diverse talents of all personnel in attacking serious library problems (e.g., increased costs for acquiring and processing materials; increased demands on services; space limitations; physical deterioration of source materials) has been left to the personal disposition of administrators or department managers to involve staff members in their decisions. Unwillingness to consult in a meaningful way is tending to undermine efficiency by creating employee morale problems. In the absence of provision for regular involvement of the Learning Resources Committee in management decisions, that committee now meets only on the initiative of its faculty chairperson, usually for the purpose of reacting to a complaint from faculty members or students. Opportunities for committee members to bring their wisdom to bear on library problems are sporadic and tend to occur when a problem has reached serious proportions in the eyes of faculty or students.

Library XII: Procedures for library support of off-campus classes will be developed in several areas: funding to support needed resources as a separate budgetary item; modification of circulation policies to facilitate off-campus use of library materials; and necessary support (personnel and professional expertise) by Audio-Visual Services in providing for the development of instructional programs and telecommunications.

Scenario A: The objective has been achieved.

The university now fully considers the library implications of off-campus instructional programs at the time they are approved. Courses taught off-campus properly encourage library use, and the library aggressively seeks to provide its services despite obvious logistical problems. Through cooperative arrangements with institutions where off-campus classes are taught, the library maintains at those locations selected collections of books and other materials tailored to the reading and research requirements of the courses being taught and which are circulated to the students enrolled. In addition, off-campus students can order by mail or toll number, and receive on loan by return mail, other individual volumes needed for course work. Moreover, on selected "research weekends" (Friday through Sunday) the library extends its usual hours and provides extra staff to accommodate entire off-campus classes which travel to ASU for concentrated research experiences. As recommended by the ACRL, these services are coordinated by a librarian "specifically charged with the delivery of such services." The commitment to these services is financed through a separate budgetary item which does not infringe on funds earmarked for on-campus library resources and services. At the same time, Audio-Visual Services, in cooperation with instructional faculty, has developed instructional programs which are beamed on two-way, closed-circuit television to central off-campus locations. Time and expense of faculty travel to such locations is diminished and, in some cases, virtually eliminated, since student response not generated on a two-way circuit can be handled through correspondence.

Many feel that involvement in these activities has weakened the library's capacity to meet growing demands on its resources from on-campus programs. Countering this belief are the arguments that the university is committed in its statement of purpose to "making its resources available to the people within its sphere of influence" and to "the total development of its constituency," that this constituency properly includes those who cannot take advantage of on-campus education, and that the commitment to off-campus programs, once made, must be a full commitment carried out in accord with ACRL's "Guidelines for Library Services to Extension Students."

Scenario B: The objective was not undertaken.

Since the library has not expanded its services to off-campus programs, the university is in violation of the ACRL mandate that such services "must be furnished despite their obvious logistical problems" and that "such services be financed on a regular basis." In the absence of a separate budgetary item to support resources and services for off-campus programs, the resources effectively made available for the purpose are minimal. Library cards are issued to off-campus students, but few are able or encouraged to make use of such cards. Faculty can check out limited amounts of material for student use, but this provides students with no library contact or experience. For all intents and purposes, off-campus education is education through survey textbooks.

With the failure of Audio-Visual Services to pursue education through telecommunications, an important option for bringing instruction to larger numbers of people in the region has been ignored. Faculty man-hours spent in traveling to off-campus locations are lost; the expense of off-campus education, at a time of high energy costs, is maximized.

Institutional Sector: STUDENT DEVELOPMENT SERVICES

Student Development Services I: The Student Affairs area of the university will be structured so as to offer most efficiently a wide range of high quality student services in order to enhance the total development of students as individuals and as group members.

Scenario A: The objective has been achieved.

After careful study and evaluation of the structure of the Division of Student Affairs, the Vice Chancellor for Student Affairs recommended changes in the structure of the area. These changes made ASU's Student Affairs structure comparable to the structure of Student Affairs Divisions of other schools in The University of North Carolina system and had a significant impact upon the quality of student services, which are now centralized for better administration and communication.

Placement and Career Development is now an important part of the division. This has created a stronger tie with the Counseling Center and Testing Services. More and earlier involvement in career counseling has been integrated into residence hall programming.

Another important change was the inclusion of residence hall administration into the area of Student Affairs. A Director of Residential Life was named to administer the program, and this has created a more efficient management structure and has provided a more positive administrative force. There is now a better working relationship with the staff and a better living/learning environment for the students.

The primary supervision and administration of the Campus Recreation and Intramurals Program was also assumed by Student Affairs. This program is co-curricular in nature and encourages lifelong sports activities, team activities, and positive use of leisure time. Because the program is not of an academic nature, it was more advantageous to house it in Student Affairs. This organizational change has led to more efficient utilization of staff and budgets and to a program that more effectively serves the ASU students.

Formula funding created a badly needed financial base for Student Affairs. The formula for Student Affairs funding now takes into account not only full-time equivalencies but also total headcount. These monies have provided for the salaries of professional personnel in Student Affairs who had been paid previously from student fees. This has eliminated the need to increase student fees and has released monies to provide more programming and services. National formulas for staffing are now utilized to provide a staff level in Student Affairs areas that can adequately serve the students. Because there is adequate staffing of Student Affairs areas, the staff has the time to develop programs to attract nontraditional and international students to ASU.

The Vice Chancellor for Student Affairs has enlisted the faculty in meeting the needs of students in the area of programming. These faculty members work with staff members and students in a complementary fashion. While joint appointments are desirable, more often released time is provided by relieving these faculty members of the more traditional responsibilities, such as committee assignments and advising. The contributions of faculty to Student Affairs are considered in promotion and tenure decisions.

The Vice Chancellor for Student Affairs has established a Student Affairs Advisory Board consisting of faculty, students, and alumni who advise him of concerns and needs of students and give him guidance in developing policies that will determine the growth and direction of the Division of Student Affairs at Appalachian State University.

Scenario B: The objective was not undertaken.

It was decided that the existing structure of the Student Affairs Division provided adequate services to meet student needs, and so additional services to meet the changing needs of a changing student body were not offered.

Studies have shown that many prospective students make their choice of college based on the quality of campus life if the educational programs of the colleges they are considering are comparable. Traditional and non-traditional students expect and need additional services. When these are not provided, enrollment suffers and attrition figures may increase. This has begun to occur at ASU as a result of the decision to make no changes.

Residence life is one outstanding example. Since the existing structure was not conducive to effective or efficient supervision and management of one of the most important university programs, supervision of, and communication with, residence hall staffs has continued to be a problem. This has led to a variety of problems that impact the quality of student life and may also lead to a decline in the number of students who choose to live in university housing or, indeed, attend ASU. Because this change was not made, nor were other changes such as creating new positions in several critical areas, service has suffered. Staff members continue to try to accomplish "too much with too little" and some suffer from professional "burn out."

When faculty members are involved in student activities, rapport and understanding are established. But since faculty members at ASU do not have the opportunity to become involved in these activities, they neither understand nor appreciate the many contributions Student Affairs can make in providing a vital support system for students as well as providing the setting for complementary co-curricular activities. As a result, Student Affairs does not retain a positive image among persons in the academic community.

Student Development Services II: ASU will seek to improve its program for student academic advisement and career counseling.

Scenario A: The objective has been achieved.

The previous situation at ASU was such that "everyone" advised students either in a systematic or unsystematic fashion about academics, careers, or anything else that seemed appropriate. Thus the Admissions Office, the General College, Counselor Education, Psychological Services, Residence Hall staff, departments, the Placement Office, Special Services, Watauga College, University Honors, friends, even roommates, specialized in advising. It appeared that the university had a massive, albeit uncoordinated, effort to help.

It was decided that student advising needs might be reduced to two common denominators: the student's effort to survive in college and his/her need to decide upon a career and to find a suitable job. Under the most ideal circumstances, all advising would be coordinated into one streamlined package so that no student would enter, stay, or leave ASU without having access to sound, coordinated academic and career advising. In an effort to improve ASU's efforts in this area, the university has initiated a computerized approach that allows advisors in the General College, in each department, and other designated locations access to a centrally housed student file that includes academic and other pertinent information. The terminals have the capability to call up academic and other student information and to match these data with the requirements of various majors, minors, and special programs offered at ASU. Aside from being able to eliminate many of the errors that were once made, advice is rendered more speedily and in greater depth. Since the computer stores information provided by, and simultaneously essential to, the Placement Office, a student's career option can be isolated earlier and he/she can be helped more efficiently upon exiting ASU.

Simultaneous with this effort, the university now offers all freshmen a student-to-student college survival skills program, designed in conjunction with the experiences gained in Special Services, the General College, Psychological Services, and "Exxon" in Watauga College.

Scenario B: The objective was not undertaken.

Having left the present situation as it is, namely with almost every office handling some aspects of advising, ASU's capacity to help students survive college and to choose careers appropriate to their personalities is increasingly diminished as it enters the 1980s. As the diversity of the student population increases and traditional student enrollment declines, this situation has become particularly difficult. A group studying the present advising system may need to discover that the extant and vested interests should simply be coordinated rather than systematically streamlined and overhauled.

ASU's approach has much to commend it, especially in that it allows for a high degree of flexibility and gratification by all of those involved in advising students. One also cannot characterize it as a failure -- ASU's drop-out rate is decreasing and its students are still finding jobs. But too much talent is wasted on efforts to locate information and appropriate personnel.

Student Development Services III: The Psychological Services Center will be adequately funded, housed, and staffed to meet the counseling needs of students and to provide testing services to the university community.

Scenario A: The objective has been achieved.

Because the Psychological Services Center is more adequately funded, housed, and staffed, it is now able to provide a greater variety of services to the entire university community through increased involvement, access, training, evaluation assistance, and individual counseling. A larger staff has allowed for greater specialization and expertise so as to be better able to meet the diverse needs of the changing, and perhaps older, student population, their changing lifestyles, different cultures, and often drastically altered career plans and goals. The professional staff is now available at student orientation to discuss with small groups the problems associated with the period of adjustment to university life and the services which are freely available. In addition, training programs are now conducted for other faculty to assist them in identifying potential problems in students and in making the proper referral. More time now exists for workshop and outreach programs so as to make assistance more accessible. This form of "publicity" has also reduced the stigma formerly attached to this type of program, particularly in a small, rural community. Both day and evening workshops offered on career counseling, human sexuality, parenthood, pre-marital counseling, and motivations for learning and assertiveness have furthered the positive image of Psychological Services, thus making it possible to reach the more serious cases of alcohol and drug abuse and the more severe emotional disorders. Emphasis, however, is now able to be placed on one-to-one psychological counseling and academic advising, so that true individual potential can be achieved. The development of a preventive model has reduced absenteeism and in many cases has prevented the necessity of students failing classes or withdrawing from school entirely. Furthermore, a student crisis and suicide intervention "hot-line" is in operation, and facilities are in place by which the university can offer diversion alternatives for students who have had problems in the local community. Members of the student population as well as the entire university and local communities are brought closer together in dealing with areas of common interest and common concern.

Scenario B: The objective was not undertaken.

Without adequate funding, staff, and housing the Psychological Services Center has been unable to accommodate the counseling and testing needs of an increasingly diverse student population. As we enter a period of rapid economic, social, and world political instability, we have come to witness a period of great personal crisis among students and their families, as well as among faculty and staff, marked by a deterioration of the overall quality of life. This is all too often manifested in an increasing rate of alcohol and drug use and abuse, mental difficulties, absenteeism, and the resultant failures in school, work, and family life. Rather than confronting and offering solutions to these worsening problems at a stage in which they are more easily manageable, if not preventable, the university has failed to serve a most critical need of its constituency.

Student Development Services IV: Student Affairs will continue to administer a program of extra-class and co-curricular activities which enhances and illustrates the knowledge gained in the formal classroom, broadens cultural horizons, and creates international understanding and intercultural sensitivity.

The twelve posited results of the implementation of Objective IV suggest something of the scope and impact of a continuing concern for co-curricular activities into the 1980s. The results do not, however, emphasize explicitly those activities currently considered co-curricular such as theatre, band, forensics, the radio station, etc. A sizeable and well-organized administrative unit and a more loosely organized faculty advisor system currently exists to support a co-curricular program at ASU. By and large, this program is administered by the office of the Vice Chancellor for Student Affairs and its sub-division, the Office of Complementary Education.

A continued development and strengthening of this system implies that such activities will continue to play a significant role in the future of ASU. Specifically, the results posited suggest that objective implementation will enhance on-campus life, the educational mission of the university, and the administrative and facility efficiency and effectiveness of the student support area. Indeed, if ASU is to prosper as a viable university into the 1980s, the first two areas are essential and the third a necessary supportive element.

Scenario A: The objective has been achieved.

It is axiomatic that a university is nothing without students. In a period of growing competition for students, implementation of the above objective has drawn a healthy diversity of students. Indeed, to a large extent, the diversity of available co-curricular activities has proved to correlate rather closely with the diverse interests of prospective students. For example, foreign students, who make both a cultural and financial contribution to the university, have been attracted to ASU because it has the facilities and support systems addressed to their needs and concerns. The presence of foreign students on campus is contributing to the cultural and educational enrichment of the large domestic student body and fostering stronger understanding of international and intercultural phenomena. Stronger, more vital in-house living/learning activities, a diversity of living/learning clubs, expanded social groups, and more carefully administered and planned activity groups also offer valuable incentives for students to come to ASU and provide excellent carry-over activities which serve as extensions of the classroom. For instance, traditional co-curricular activities (so named because of their intimate relationship with the curricular) have always existed on the ASU campus. Yet they needed strenghtening both in terms of exposure and support. Such a strengthening was provided by realization of this objective. Forensics, for example, have become a vital laboratory for development of communication skills as well as exposure to vital issues; music performances not only provide vehicles for training but enhance the cultural life of the student body and community; likewise with theatre. Also, such activities as the Appalachian have been (1) integrated with a curricular program and (2) provided with qualified, expert advisors, and are mutually enhancing to both student body and curricular structure. The student, looking for more than just classroom learning, is attracted to these well-supported and expertly guided co-curricular programs.

Likewise, expansion of internship programs has made ASU more desirable for students in a period of growing pragmatism in education. Moreover, internship expansion on campus has reduced the necessity of sending students off campus and thus further assists the university in meeting its energy saving goals. Internship programs, previously existing under several different administrative offices, are now coordinated with all such programs on campus. The coordination between internships under Student Affairs and those administered by academic departments has expanded the possible availability of internships and enhanced the overall efficiency of the program. Exchange internships are also being considered wherein interns from other campuses could work at ASU in such areas as psychological services and thus expose our students and faculty to different ideas as well as tighten the relationships between ASU and the academic home of the exchange intern.

Through strengthened support, curricular integration, and academic oversight, co-curricular programs are more attractive as activity-social-learning programs and enhance the overall educational program of ASU. An activity which proceeds from a posture of mutual benefit and academic excellence is more attractive to students who more frequently engage in comparative shopping in selecting a college.

Such an expansion could not be implemented without accruing some costs. For example, facility and staff increases to handle more foreign students as well as expanded cultural, co-curricular, and internship programs have been financially costly. In order to ensure faculty participation, the academic units have to be prepared to incur the additional costs of providing released time for faculty coordination and sponsorship. This faculty time often comes at the expense of expanded curricular objectives, the space at the expense of needed classrooms, and the financial support at the expense of other student activities with a less justifiable tie to the academic program. Vehicles to support travel-oriented programs like forensics, athletics, and musical groups tax energy sources. Expanded cultural programming demands greater energy and space allocation. Thus, in a period of limited financial assets, the university must make some necessary financial sacrifices in order to ensure the viability of these programs which are every bit as valuable a part of the educational experience as is the classroom lecture or library book.

Increased oversight has threatened to improve efficiency at the expense of creativity. Such oversight, applied to programs which now have a greater participation by older, more mature students, tends to discourage participation by those older students, motivated by feelings of maturity and independence.

In sum, the implementation of the objective has enhanced several areas necessary for the continued growth and vitality of the university. However, the costs of such implementation are real.

Scenario B: The objective was not undertaken.

A basic institutional commitment and administrative structure already existed to support a viable co-curricular program. The institution has continued to be served by the existing co-curricular program. Indeed, with the possible exception of a significant program for foreign students, all of the results advanced in this objective already currently existed. The issue was one of growth.

Failure to implement Objective IV has entailed a limited growth of all co-curricular programs: student activities, cultural programs, internships, and student publications. Corollary to limited growth is a probable decline in the quality of many programs, particularly those demanding significant and regular investments of institutional resources such as energy, money, or faculty time.

A more serious result of a limited or static co-curricular program has been a reduction in institutional vitality and attractiveness. As other institutions increasingly compete for students, Appalachian State University finds itself losing prospective students to institutions offering more attractive on-campus and educational programs. To the extent that a co-curricular program enhances the curricular, the failure of the former to grow negatively impacts upon the latter. Co-curricular programs unable to provide a functional laboratory for the academic programs necessarily limit the productivity and therefore the value of the academic program.

Finally, a static co-curricular program has been unable to adapt to the diverse student body of the 1980s. Older students, more pragmatically oriented students, and students with limited financial resources require specialized programs which have not materialized in a state of no-growth. ASU has failed to attract, satisfy, and/or thoroughly educate the student body of the 1980s.

Student Development Services V: Appalachian State University will strengthen its structure for involving students in institutional government.

Scenario A: The objective has been achieved.

Although ASU had long encouraged student involvement in all of its activities, the institution now does even more to encourage student participation on the departmental and institutional level. In addition to various traditional efforts, the opportunities connected with instructional assistance are now being explored. One of the greatest restraints on active and continued student involvement on committees was the spotty record of students chosen to participate and the partially-related negative attitude by faculty members to such involvement. An effort is now being made to educate faculty members, and student participation is monitored and recorded more systematically by the SGA. Committee and other chairpersons provide feedback to the appropriate arm of the SGA on the level of student involvement. Simultaneously, chairpersons are instructed to introduce students to the tasks of their committees. An effort is also being made to assure student continuity on committees.

Scenario B: The objective was not undertaken.

The efforts made by the university in the 1970s to encourage students to participate in its affairs were judged to be more than adequate by any standard. Thus continuing on that level did no harm either to its students or its effectiveness as an institution.

The weakness of this approach stems from the lack of systematic monitoring and recording of student participation. Thus, while some students take seriously their role as participants, others shun regular participation in favor of other priorities. The advantage of this approach is its flexibility for students; it is, after all, a time for them to explore their various talents and commitments. The disadvantage is that those with an intensive commitment to institutional involvement receive no recognition for their efforts. Since such involvement may take considerable time and help students to grow professionally and personally, a more structured approach would have been preferable.

Student Development Services VI: Student Affairs will involve students in carrying out an effective judiciary system for the student body.

Scenario A: The objective has been achieved.

Within the time frame for implementation of the revised "campus justice system," modern court decisions have recognized a student's Fifth and Fourteenth Amendment "property interest" in higher education and, more specifically, in the grades and grade point average which have been achieved during the period of enrollment. A constitutional recognition of this interest mandates that no student be deprived of "property" without both substantive and procedural due process of law. The campus justice system is the cornerstone in protecting these now recognized fundamental rights of students. In keeping with notions of substantive due process, a modern and realistic code, defined and drafted by the students themselves, publicized and made readily available and distributed to each individual, is respected as fair and honored by those who are expected to comply. Procedural due process guarantees, including a speedy opportunity to be heard and effective representation by a competent defender, are now built into the system. From this, students learn and develop an internal value system based on fair play and substantive justice.

While serving these requirements, the campus justice system also provides increased activities related to student leadership development. This is evidenced in the students by a greater sense of legal and social responsibility, respect for the rule of law, as well as the rights of others, and a greater student participation fostered by the new system. As opposed to involvement by a few of the "elite," more students are made aware of the judicial process, the positions available and their functions, and are encouraged to take responsible positions in leadership roles in the decentralized court and in residence hall committees and tribunals. Indeed, the students exchange roles as prosecutor and defense counsel to create an even more varied, more balanced, and less biased experience. The court itself, once limited to hearing only the more serious cases (including the academic offenses) as well as appeals from the residence hall tribunals, now consists of three panels of three justices each, thus reducing the heavy caseload. With greater involvement, better training, the creation of lower tribunals and court reform, the cases are heard more speedily, thus ameliorating the former sizeable backlog. This, in and of itself, has provided an increased incentive for the individual to avoid the imposition of a swift, sure sanction. Such a "grassroots" approach has brought about a personalized conscientious effort to deal with cases thoroughly, effectively, and fairly. This greater involvement inspires and permits younger students to take a more active interest in campus justice within the "safe" and more accessible environment of the residence hall.

Greater student participation at all levels, increased encouragement to hold office by students from all disciplines and colleges, more opportunities to participate in and conduct mini-workshops on communicative and legal skills, increased student-faculty interaction in these training programs as well as in the decision-making process itself, all have resulted in a more total development of the student population through a spirit and environment of cooperation.

Scenario B: The objective was not undertaken.

The judiciary system, comprised of a few select or "elite" students, has continued to operate through a centralized court, albeit with an administrative hearing as an available alternative. While this centralized approach does allow for the consistent imposition of sanctions, it is not flexible. It has not been able to take into account the dynamics of the academic world or changes in lifestyles, in the student population, or in recent court decisions. The inability of this system to inspire and encourage younger students and students from various disciplines to partake in the administration of justice has deprived most of them of a valuable intellectual and self-development experience. Similarly, there has been inadequate recycling of official personnel to allow for feedback, growth, and continuity. The individual student has little input into the system and has little or no understanding of the legal process until he/she becomes a defendent accused within it. Furthermore, the effectiveness of the system is threatened by court delay and backlog which permit cases to go unresolved and offenses unpunished. This, in turn, weakens student confidence in the system, in authority, and in the law generally.

Student Development Services VII: ASU will strive to maintain its policy of making aid available to academically and/or financially deserving students.

Scenario A: The objective has been achieved.

Before 1958, the administration of student financial aid required little time each year. Thereafter, a great deal of progress was made in increasing amounts of financial aid to students. Unfortunately, obtaining enough staff to operate an efficient financial aid operation to properly administer these funds did not keep pace with the increase in aid and number of programs. This was accomplished in the 1980s by studying national formulas and hiring additional professional and clerical staff. Additional staff and utilization of the services of the Computer Center meant additional services and more efficient methods of operation.

One of the additional services has been the development of methods of informing students in secondary schools of financial aid opportunities and application processes. Staff members now have more time to spend with new students and their parents during the summer orientation program. There are individual conferences as well as group meetings, at which accurate and up-to-date information is provided on tuition costs, as well as living expenses, to aid prospective students in determining their financial needs.

The Financial Aid Office makes information available to faculty, staff, and administrators, who are able to speak with students about financial aid and encourage them to apply. They are also informed of ways that they can hire students to work within their areas. The staff also has a greater capability of monitoring the existing programs and creating a better communication link with all university areas that award scholarships and employ students through such programs as college work-study.

The Financial Aid Office provides a comprehensive counseling service for students, not only informing them of types of financial aid available, but also offering them general financial counseling. A part of this counseling service is provided by interns from the College of Business. The interns are graduate students enrolled in the MBA program or senior students majoring in management and specializing in the area of budget counseling.

The Director of Financial Aid, in cooperation with the Vice Chancellor for Student Affairs, has established a University Financial Aid Committee. This committee reviews policies and procedures related to the management of the Financial Aid Office. The committee reviews financial aid programs and helps in establishing different types of student budgets. This committee devotes considerable study to developing budgets and aid information for nontraditional students. This information is particularly useful to Admissions Office personnel. They and Financial Aid Office personnel work closely to provide accurate and appropriate information to applicants.

The Financial Aid Office works with the Development Office to encourage donors to develop special scholarships and other aid packages. One important type of aid is in the form of increased amounts of money available for short-term emergency loans. The Development Office plays a significant role in the development of a scholarship program based on achievement and scholarship. It works with persons in the academic disciplines to create these awards for students and to establish criteria for awarding these scholarships. The Financial Aid Committee is also involved in the scholarship program for academically talented students by serving as a clearinghouse for requests made by the various academic areas for these funds. This scholarship program, based on achievement and scholarship, is a valuable tool in the recruitment of academically talented students to Appalachian State University.

Scenario B: The objective was not undertaken.

The proper administration of the financial aid program at Appalachian State University is a major factor in keeping enrollment at the level needed to operate the university efficiently. But since staff has not increased, administration of programs has suffered. Students do not receive counseling and advice, and some aid programs are not fully utilized. As governmental controls become even stricter and paperwork increases, the staff is not able to keep up with demands. The Financial Aid Office does not have the time or the staff to pursue different sources of financial assistance for students. This is crucial for nontraditional students, particularly those who have special financial needs that may not be covered by existing financial aid packages. If students cannot receive accurate information on financial aid, information on budgets, and costs of attending college, they may choose to attend other schools.

In the 1980s, enrollment is of great concern. It is necessary that the financial needs of traditional and nontraditional students be met. But since the Financial Aid Office has failed to grow, the needs of some students cannot be met.

Student Development Services VIII: University housing facilities will be operated more efficiently and in a manner which enhances and contributes to the learning program and to the general development of the student.

Scenario A: The objective has been achieved.

For the university's housing facilities to operate more efficiently, a reorganization of the administrative structure for the housing program was required. Formerly, the housing program was given direction and supervision from the two large university divisions of Business Affairs (fiscal accountability and facility maintenance) and Student Affairs (residence life, programming, and disciplinary aspects). The functional responsibilities of residence life, policy enforcement, and fiscal and physical accountability continue to be evident in any housing organization. But a more efficient organizational structure has produced a more efficient housing program which better meets the needs of resident students and more directly complies with the overall mission of the institution.

As a result of reorganization, one chief housing officer referred to as either a Director of Housing or Director of Residence Life has been employed to give overall direction to all aspects of housing. Assistant Directors provide specific accountability for the areas of budget and maintenance, personnel selection and staff development/training, and residence life activities. Full-time residence coordinators provide the consistency and continuity needed to develop the applicant pool and to employ and train residence staff. Until such time that appropriated monies in the academic area can be utilized, graduate students continue to serve as head residents that report to the full-time coordinators. The full-time coordinators are persons who hold the master's degree in the area of student personnel.

For a program with the number of staff that the housing program must employ to maintain its efficiency and effectiveness, a continual training/staff development program is a necessity. A substantial applicant pool is vital to select qualified and capable staff, and the attractiveness of the program both monetarily and academically must be obvious to prospective applicants to create such an applicant pool. If predicted declining enrollments become a reality, live-in residence staff may benefit from private living arrangements (private rooms for RA's).

Residence facilities are evaluated in conjunction with the existing 10-year plan that addresses facility repairs, replacements, and retrofitting. Specifically, residence hall environment improvements are looked at on an annual basis, with regard for student needs and budgetary restrictions. A greater emphasis is placed on energy conservation, with residence hall incentive competition initiated to cut back energy consumption on a monthly and annual basis. Also, new methods are being explored by the physical plant director to make the facilities more economical to operate.

Finally, the overall housing program is administered by the Division of Student Affairs with supplemental support services being provided from the Business Affairs area. The previously mentioned Director of Residence Life reports directly to the Vice Chancellor for Student Affairs and works cooperatively with the Business Affairs division.

Scenario B: The objective was not undertaken.

Students, faculty, and staff continue to be confused many times as to who or what area has the overall administrative responsibility for the housing program at ASU. Both Student Affairs and Business Affairs are responsible; however, within these two large divisions, three specific administrative units exist to supervise the programming, disciplinary, and operational aspects of the housing program. This causes a great deal of confusion and concern to students and other individuals outside of the housing area. The residence hall staffs are most specifically the ones that express concern about who or what area is actually responsible for their immediate supervision.

The Housing Council arrangement provides for a great deal of bureaucratic red tape. The old saying of "too many chiefs and not enough Indians" certainly seems to apply here. Projects that come before the Housing Council that are initiated by students often become delayed owing to all the approval processes that must be followed to satisfy the administration in both divisions. By the time an approval finally comes through the students have usually lost interest or just assumed that the administration has forgotten about them.

Housing at ASU for many years has been searching for an identity. This identity could have been realized with more direct supervision within a single administrative unit, without, so to speak, as many chiefs. But until a reorganization of some kind provides more efficiency in running the program, the program will function without the best interests of the student in mind.

Student Development Services IX: Students at ASU will be provided with better health services.

Scenario A: The objective has been achieved.

Having a student infirmary that meets the standards of excellence set by national health organizations has eliminated many of the problems formerly facing ASU's facility and staff. The addition of staff and/or doctors has increased the quality of service while decreasing the required waiting time for the service. Twenty-four hour service has been greatly enriched by the presence of a doctor regardless of the time of day or night. This around-the-clock shift for a doctor has also eliminated many return trips during the daytime hours.

The possibility of using the university ambulance vehicles to carry emergency cases from the dorm to the infirmary or from the infirmary to the hospital is being considered. A small amount added to the student fee each semester would be a minor contribution in comparison to the benefits received. In the area of preventive health care, the new student is instructed in the necessary precautions for winter survival in Boone. An information telephone line has been installed with a tape recording giving information about different diseases (social, communicable, etc.).

Scenario B: The objective was not undertaken.

With a growing student population and the variety of cases to be handled, student health services are inadequate. Only three to five students can be seen at one time, owing to lack of staff. With literally hundreds of students requiring some form of medical attention each day there are long waiting lines. Without any expansion of the staff, there is no room for specialization in any of the areas that require extra attention at the present time.

Student Development Services X: The university will offer a campus recreation program, both structured and unstructured, which meets students' needs.

Scenario A: The objective has been achieved.

Despite its dedication to full development of the student and an officially sanctioned and developed recreational program, ASU formerly fell short in several areas of recreational development. Implementation of Objective X corrected these shortcomings.

Centralization of campus recreation and intramurals within the office of the Vice Chancellor for Student Affairs has resulted in better coordination with a resultant improvement in program efficiency and adequate staffing. By its very nature, Student Affairs is more attuned to the diversity of needs of the student body than is the Department of Athletics with its narrower objective and focus (and, it might be added, Student Affairs is more receptive to student input). Moreover, the service orientation of Student Affairs is more compatible with a diverse recreational program than is the Department of Athletics, which necessarily is concerned with issues of competition and financial return. Centralization has also improved the efficiency of the program by eliminating the problems resulting from shared budgets and staffs. The use of interns from HPER provides adequate staffing, enhances the educational programs of the interns, and still keeps the program under a centralized administrative authority.

Both efficiency and service effectiveness have been enhanced by the expansion of outdoor and/or outdoor-indoor facilities centrally located on the campus. With the exception of Conrad Stadium, no general purpose outdoor facility existed that was lighted and only a limited general purpose outdoor facility existed that was not used primarily by the formal athletic teams. Implementation of Objective X meant the construction of a facility, either outdoor and indoor or a combined outdoor-indoor structure, which was (1) centrally located on campus, (2) not used for the formal athletic team practices and, (3) therefore available to non-Athletic Department students for general recreation. The limited space available, plus the tremendous growth in intramural activities (as well as individual physical fitness activities), necessitated additional facilities. Moreover, the continued use of Conrad Stadium with its outrageously expensive lighting or the continued use of State Farm facilities requiring extensive use of cars both strained energy resources during a time when all indications suggested limitations. It was proposed that the area used as the baseball diamond, field-hockey field, and tennis courts be converted into a total activity recreational facility. Part of the area forming the triangle could house a very adequate general purpose indoor facility, while the remainder of the area could be integrated with the indoor facility to provide a well-lighted and available outdoor facility. Reconversion of the triangle area into a multi-purpose indoor-outdoor facility has responded to the current and future recreational needs of the ASU student as identified in Objective X.

Finally, an adequately staffed and coordinated recreational program, with ample available facilities, proved to be adaptive to the recreational needs of all students, including the varied student body projected for the 1980s.

Note: Implementation of Objective X may have some negative impacts upon resource allocation and the campus environment. First, such a facility (either outdoor or outdoor-indoor) is costly. Given the nature of the capital improvement funding system in North Carolina, other facilities with perhaps greater justification may be displaced (such as facilities for foreign students, expanded food services, and expanded health services). At any rate, such facilities must pay for themselves and given the fact that a recreational facility is not necessarily an income-generating facility, such costs will have to be assumed by student fees, already stretched to the limit. Finally, any such facility, located in the triangle or any other central campus location, necessarily displaces other uses for the space which then have to be relocated or abandoned. Since any centrally-located space on campus will either displace parking facilities or areas currently used for other recreational or athletic purposes, the displaced facilities will have to be relocated on the fringe area of campus. Such relocation will be both costly and might well accrue environmental objections (e.g., wooded areas or green areas might be converted to paved lots or playing areas).

Scenario B: The objective was not undertaken.

Failure to implement Objective X has exacerbated the present frustration over inadequate recreational facilities. No general purpose recreational facility exists with lighting with the exception of Conrad Stadium (and regular lighting of Conrad Stadium, even assuming its availability, incurs tremendous energy costs). With the growth in interest in recreation for both constructive leisure time activity and general health improvement, these limited facilities are being tremendously overused. A natural outcome of crowded or inaccessible recreational facilities is frustration.

Secondly, failure to implement Objective X has placed Appalachian State University in a less advantageous position to compete for students. Indeed, it is feared that frustration over inadequate facilities may even result in some students changing to schools with better facilities. At the least, inadequate recreational facilities within the central campus have forced students seeking recreational outlets to go off campus, thus increasing energy consumption and limiting student participation. Also, inadequate recreational facilities have made it even more difficult to fight the suitcase mentality which limits recreational activities on campus.

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Student Development Services XI: The university will provide a varsity sports program, facilities, and staff which conform to guidelines and regulations of the Southern Athletic Conference, the National Collegiate Athletic Association, and the Association of Intercollegiate Athletics for Women and which is consistent with the purpose of the university.

Scenario A: The objective has been achieved.

As Appalachian entered the 1980s, one of the more difficult decisions the university faced was the direction in which to proceed with the athletic program, considering the large amount of uncertainty that existed in college athletics. This uncertainty related primarily to the state of the economy and its effect upon the type of athletic program an institution can provide. Already many schools across the nation had reduced the number of team sports because of budgetary restraints. Expanded women's programs that for so long had been needed were making noticeable drains upon athletic budgets. Appalachian, along with every other school with an athletic program, was at the crossroads of deciding where to go and how to go about it.

A new philosophy was adopted to adjust to the times and comply with the institutional mission. It was decided that the varsity sports program could not continue to exist as it had in the past with inflation taking its toll. Each varsity sport must operate as a self-supporting unit. Coaches would be accountable for proposing annual budgets and producing supplemental financial support aside from gate receipts and alumni monetary pledges to balance the expenditures of the budget. Those sports that could not continue to exist in a self-supporting role would be continued, but in the capacity of either a "club" or "intramural" sport. Appalachian decided to drop all junior varsity programs, as they produced as many financial expenditures as varsity programs. This did not have an adverse effect since all freshmen were eligible for varsity competition.

It was decided that the varsity facilities at ASU would increase only upon demand. The existing facilities were judged to be as up-to-date and adequate as could be expected. Expanded facilities would not be a priority until the existing ones become absolutely inadequate.

More emphasis has been placed upon the academic needs of the participants in varsity athletic programs. There is now less practice time than before and less time out of class for road trips. Athletics are not regarded as a second job for a student athlete and take him/her away from the academic world only a minimal amount of time. Athletes are encouraged to take standard course loads and are expected to graduate with their respective classes as opposed to two or three semesters later.

In order for the athletic program at Appalachian to achieve and maintain a well-rounded, self-supporting, and overall adequate status, a reevaluation is performed each year to determine if the overall academic and financial needs of the university are being met. Coaches are more involved in the classroom and less in the roles of full-time coaches as more personnel funding comes from academic appropriations. In effect, the future of college athletics has become a matter of "survival of the fittest."

Scenario B: The objective was not undertaken.

The economic troubles of the 1970s extended into the '80s and made it very difficult for ASU to compete on as broad a level as it did previously. Increased costs of operation and decreased alumni monetary support made it impossible to support the athletic program to the extent it was during the past decade. An expanded and well-rounded program of 11 sports, both male and female, proved hard to maintain with operational expenditures exceeding ticket revenue and alumni support. When the economy is in a depressed state, people have to support themselves and cannot afford to support other programs.

Appalachian, like every other school with an athletic program, has continued to maintain an athletic program as competitive as possible with the resources available. However, it has failed to develop a plan and procedure to deal effectively with these financial constraints. Many sports run the risk of being cut back severely, if not cut out altogether. This will be done if necessary and in many cases it will be an unpopular decision. It is not a good time to be in athletic administration with the multitude of problems facing college athletics.

Institutional Sector: PHYSICAL RESOURCES

Physical Resources I: The university will make a commitment to the development of a comprehensive phased plan addressing campus beautification, sound land use planning, maintenance, energy use efficiency, and accessibility.

Scenario A: The objective has been achieved.

With the development of a comprehensive plan dealing with the beautification, maintenance, and use of campus properties, the chances of having a physical setting designed to illustrate how the human experience can be enriched by living and working in a well planned and designed environment have been significantly increased. With such a plan, priorities are set, efforts are coordinated, and the best use of the resources budgeted is achieved. The implementation of this objective is evidence of the importance placed on the use of the campus and its surroundings as a comprehensive learning resource.

Scenario B: The objective was not undertaken.

The failure to develop and implement a comprehensive plan has meant the loss of the chance of realizing the full potential of the physical setting at ASU. While much of the physical expansion of the university has already occurred, the lack of any overall plan has reduced the ability to improve upon the existing setting, to correct previous mistakes, and to determine the direction and style of future growth. While other universities may decide the best use of their campuses to be wall-to-wall buildings and parking facilities, ASU should have paid close attention to the strong points it has in attracting students and faculty. Obviously, the physical setting is one of these. Therefore, the failure to develop a comprehensive plan building on and developing this strength may prove to be damaging to the university in years to come.

Physical Resources II: The university will institute a more efficient maintenance program for the physical plant through incorporation of new techniques and the development of a maintenance staff adequate to meet the needs of the physical plant.

Scenario A: The objective has been achieved.

The implementation by the university of a more efficient maintenance program by incorporating new techniques and the development of an adequate maintenance staff in the physical plant has had a positive effect on the university in the physical plant areas. The implementation of new programs as they become available and the continuation of training programs for the maintenance staff have provided savings for the university by reducing equipment down time, allowing a longer life expectancy in existing equipment, and reducing major repairs.

Scenario B: The objective was not undertaken.

By failing to implement a more efficient maintenance program for the physical plant, university facilities and equipment are not reaching normal life expectancy. Also, equipment and facility down time is greater than normal, causing inconveniences to the users. Deferred maintenance prevails, repair time is greater, and equipment and facility replacement occur at shorter intervals, thus creating additional costs to operate and maintain the university.

Physical Resources III: The university will establish itself as a leader in controlled energy use and develop a model demonstration campus for alternative energy sources.

This objective parallels Organization and Administration I so closely that it appears that the two should be combined into one objective. For purposes of Stage 9, the following brief scenario addresses the "model demonstration campus" concept.

Scenario A: The objective has been achieved.

As Appalachian State University extends its energy management system and completes its alternate fuel project in the central plant, departments and offices of the university are incorporating the developments into academic, public service, and public information programs. Awareness of the institution and the currency of its programs is extending throughout the state, region, and nation. New areas of concentration are being developed, attracting students with interest orientations which broaden the university's base of academic diversification. The university is recognized as responsible and responsive to current economic and social requirements. Examples of alternative sources have been developed and are displayed about campus, showing applications for non-institutional uses.

Scenario B: The objective was not undertaken.

By neglecting to exploit its energy and alternative fuel programs for academic and public information purposes, the university has failed to attract recognition as a mainstream and responsive institution with respect to current economic and social needs and thought. The university realizes the operational and fiscal benefits of its energy programs. The university's energy efforts are known and recognized through normal public affairs efforts and, within a somewhat limited sphere, gain the attention that the demonstration program intended.

Physical Resources IV: Appalachian State University will improve its communication facilities.

Scenario A: The objective has been achieved.

With computer terminals in key locations, business management has been greatly improved. Data retrieval and storage have been increased, money saved, and time spent on research has been cut considerably. Manpower necessary to hand carry, sort, and distribute information has been reduced, thereby freeing personnel for other tasks. Moreover, information sent and received by computer is more accurate. All information in central computers is more up-to-date and accessible than when stored in separate systems and departments' accountability has increased.

Energy management has been vastly improved through the use of an intercampus cable system. Sensors placed in buildings throughout the campus allow faster adjustments of heating and cooling, and energy loss by accident or system failure is communicated to a management center with minimum delay. Needs by any specific part of the campus are monitored for peak periods and adjustments made automatically. Any failure in a heating or cooling system is monitored by sensors tied into this central network. This system can be expanded to include an alarm system for emergencies such as fire or forced entry, thereby enhancing security for the campus.

Television cable reception across the campus has increased educational and recreational possibilities for ASU. Besides the obvious ability to receive and distribute commercial and public broadcasting channels, production of on-campus material has increased ASU's ability to convey information quickly, cheaply, and with immediacy for instruction and storage. Mass lectures are now televised and broadcast into multiple classrooms, utilizing existing facilities instead of constructing larger rooms. Lectures can be stored and repeated to later classes and multiple sections, extra information made more accessible, and important events recorded and stored for class use, recruiting, and alumni reports. Appalachian is able to produce programming for public television and radio. Owing to increased cost in transportation, video lectures now supplement or sometimes replace those field-based programs which are primarily lecture-oriented. This system can also be offered to the public school system in this area if attendance is interrupted by bad weather, thereby increasing ASU's service to the region.

Scenario B: The objective was not undertaken.

By failing to upgrade its communications system, ASU has saved the initial cost of the system. This savings has been put to use in other capital improvements. But with increased costs in these areas, the initial investment would have been worth the outlay. Without it, intracampus information delivery continues to be by hand, as is delivery of all incoming mail. The construction of a cable network would not have eliminated this, but it would have made certain data more accessible and cut the time factor to a minimum. Delays in transactions possible by cable are greater without the system. Accounts monitored by computer are not accessible to a central location. Departmental accountability is lessened.

Without a central location, energy management is not as efficient, since any failure in the system must be reported by individuals in the many separate locations on campus. Loss of heat and cooling is increased owing to lag time between discovery and report. Periods of peak and lull usage are more difficult to monitor and adjust.

Without the central cable system, educational television usage remains about what it was in the 1970s. Separate systems in use on the campus continue to operate, but without any central control or broadcast facility, making repair and expansion more difficult. Mass lectures must take place in large halls, and field-based programs are unchanged.

Physical Resources V: The university will mount a conscientious campaign to acquire the Dougherty family house and property and develop a plan to use the house as an alumni/information center or as a museum/gallery.

Scenario A: The objective has been achieved.

By achieving the objective, the university has acquired a valuable piece of property adjacent to the campus which may be important to its overall plans. It also assures continuation of the building in its role as a part of the university's heritage. The development of an alumni/information center or museum/gallery will be a valuable addition. However, the Dougherty property included some 26 acres, which appeared to be more than was needed for achievement of the objective. For this reason, the university decided to purchase just a part of the property.

Scenario B: The objective was not undertaken.

Failure to acquire the Dougherty property has required that desired expansion be directed toward potentially less attractive properties. The alumni/information center or museum/gallery will still be developed, using other locations. However, the control over how this property is to be utilized is no longer in the hands of the university. Furthermore, the university has lost one of the few remaining physical links with its founders and its history.

Physical Resources VI: The university will identify desirable tracts of property and develop a plan for acquiring those parcels deemed appropriate for use as recreation areas, open spaces, or potential building sites.

Scenario A: The objective has been achieved.

The topographic setting of ASU, a relatively narrow and restricted valley, places major importance on effective land use. This involves a balance between intensive use of small areas for multistory buildings, as well as the maintenance of open space. Given prevailing inflationary trends, land acquisition has had a high priority, because it enables the university to expand when and if necessary in the future and gives it some degree of control over other uses which may not be appropriate to a scholastic atmosphere. At the same time, the university has recognized its responsibility to see that the type of development on new properties is compatible with the general desires of the community.

Scenario B: The objective was not undertaken.

Having failed to plan for future land acquisitions, the university is unable to adjust to needs for more open space or building sites. Increased land costs make expansion prohibitive or put major constraints on needed improvements. Undesirable developments, such as row housing, commercial strips, and low-grade tourist attractions which detract from the scholastic atmosphere, now threaten to surround the university.

Physical Resources VII: Program demands, as reflected in long-range planning projections, will be given prime emphasis in setting capital expansion priorities.

Scenario A: The objective has been achieved.

Long-range planning projections have set capital expansion priorities in accordance with projected program demands. Projections in 1980 indicated high demands for programs in the hard sciences and in technology fields, and disciplines and departments in these fields have thus had priority in capital expenditures, both in the planning undertaken by the design group and by the ASU Board of Trustees. As a result, by 1985 major renovations to Rankin Science Building have been budgeted by the Board of Governors for FY 1985-87, which include the conversion of additional laboratory space, purchase of high-technology equipment, and the like -- all at enormous expense. Computer technology, a growing area of interest among students and faculty, has been given high priority for acquisition of costly but necessary new generation equipment. Industrial Arts has seen increases in enrollment since expanding its facilities.

On the other hand, because capital expansion priorities have been given to areas where program demands have been growing, maintenance of other existing facilities suffers from its lower priority. Some departments continue to complain of inadequate space, but the major problem is with upkeep, as existing equipment wears out. ASU has discovered that capital expenditures in the areas of scientific and technological education have strengthened these programs, but costs per student are higher also.

Scenario B: The objective was not undertaken.

Long-range planning projections have not set capital expansion priorities in accordance with projected program demands. Instead, capital expansion priorities have been set in accordance with existing demands, or according to various extraneous factors such as political influences in Raleigh, the effectiveness of influential deans and department chairpersons on campus, etc. A rather haphazard approach to capital expenditures priorities has led to the demand that, in fairness to all, priorities should be adjusted according to a schedule of replacement and renovation of existing buildings in accordance with their need of repair. By 1985, many buildings are deteriorating at a rapid rate because of age and continued reduced maintenance allocations. Instead of easing overcrowding in the area of the sciences and technology, older buildings like Whitener Hall, Chapell Wilson, etc., have been either totally rebuilt or torn down and replaced at very high cost, while other existing facilities continue to deteriorate. Although this procedure has benefitted the programs once served by obsolescent or deteriorating buildings, it has not eased the problems anticipated as early as 1978-79 in those programs where student enrollment has increased.

Physical Resources VIII: Increased importance will be placed upon transporation resources in future program planning.

Scenario A: The objective has been achieved.

Transportation resources have been given increased importance in program planning. The university has acquired diesel and electric cars (the latter suitable only for local use under existing technology) which are more fuel efficient and are maintained more thoroughly by Motor Pool personnel. Nevertheless, fuel costs, both for diesel fuel and for electric power (even where generated by the university's own plant), have continued to mount. The retirement of gasoline-powered vehicles has inevitably been gradual, so that in 1985 part of the fleet still consists of gas-guzzling sedans with automatic transmissions.

As a share of the operating budgets for university programs, transportation costs by 1985 have begun to cut into other parts of the programs' budgets. Central coordination of all university travel has helped to keep vehicles available and operating, but setting university-wide priorities on the use of vehicles has led to controversy among the various colleges, departments, and programs. Problems in this area continue despite achieving the goals set in 1980.

Scenario B: The objective was not undertaken.

No special attention has been paid to transportation resources in program plannning. Various programs continue to assume the generally easy accessibility to state vehicles that they have enjoyed in the past, and the university continues to maintain in spotty fashion a fleet of large gasoline-powered sedans -- a drug on the automobile market by 1985, so that such cars are available from dealers at large discounts. By 1985, the constant upsurge in gas prices and the inequities in assigning vehicles to the various programs, have resulted in serious reevaluation of university travel and have led to curtailments which directly affect the stated mission of the university itself. ASU is considering eliminating its New York and Washington operations and has had to cut back many of its extension course offerings and programs because of the high cost of travel. Faculty travel restrictions have led to widespread discontent, and even administrators are no longer able to assume that they have automatic access to university vehicles.

Physical Resources IX: The university will improve its recreational facilities.

Scenario A: The objective has been achieved.

Owing to the severity of the winters in Boone, any outdoor recreation was traditionally eliminated for most of the year. In order to continue to compete for students at ASU, certain recreational facilities were needed. To compensate for the weather obstacles that must be overcome, it was decided that the ideal facility would be an indoor/outdoor building for the sole use of the student (classes, intramurals). No university team sports would be allowed to practice in this facility.

Through the construction of this facility, comparable equipment and space have been provided for the student who is not a member of a varsity sports program. A high percentage of the users of this facility are women, owing to the absence of varsity teams from the area. This facility has been constructed on the present baseball triangle adjacent to the campus Security Office. Its convenient location is necessary in order to serve the on-campus students without cars. An indoor track, underground handball and racketball courts, indoor tennis courts, and multiple other facilities are encompassed within this facility.

This facility is not for public use and consideration is being given to charging a membership fee to the faculty and staff. The use of student interns to manage and maintain the facility has proved to be beneficial to the university as well as to the participating students.

Scenario B: The objective was not undertaken.

As student participation in recreational activities has increased, the existing facilities are unable to function efficiently. The failure to improve recreational facilities has had a negative impact upon student recruitment. Moreover, the university has been striving to keep students on campus and to supply productive fun or recreation. But failure to provide adequate recreational facilities is threatening realization of this goal.

Institutional Sector: SPECIAL ACTIVITIES

Special Activities I: The university will seek to provide a broad range of continuing education services to the people of the region and state in a manner that is academically sound and is consistent with the role and purpose of a university.

Scenario A: The objective has been achieved.

Community Services projects an image which is oriented toward academic excellence. Stricter guidelines, close supervision, and ready lines of communication among students, faculty, and administrators maintain high standards. The community recognizes and respects the rigor of the program. Shorter time periods for classes and greater flexibility in scheduling enhance student learning. However, this academic rigor appears to limit enrollment and increase the number of students failing outreach classes, as absenteeism becomes a problem. Students appear reluctant to enroll as readily as in the past. This new "tough guy" image may cause budgetary problems as enrollments decrease. In addition, this scholarly emphasis simply costs more and, with attendance dipping because of stricter standards, the College of Continuing Education has serious financial difficulties.

Community Services has found ways to reduce the instructional load off-campus, improving the quality of education. Also, the colleges are staffing off-campus work with their best qualified faculty. In addition, Community Services has utilized field supervisors to assist the program. The costs of these academic improvements are considerable and the generated FTE's may not balance the expected cost overruns for the implementation of this plan.

Traditional curricular orientation has partially given way to programs which fit the needs of a changing society. The college has identified those courses which are geared to meet this changing emphasis. For example, instruction in environmentally related subjects, such as energy production, land use planning, and regional resource allocation, have been identified as a major need by the administrators of the continuing education program. These new offerings prove to be a major success. Science, technical, and service programs are adopted as the region undergoes changes for a technological future. Also the region is feeling the beneficial effects of increased population. Migration from outside the region and movement from urban to rural areas have enlarged the enrollment base of the college. The idea of lifelong learing appears to have taken hold in today's society. As the "graying" of America proceeds, the College of Continuing Education adopts curricula for this growing sector of the population. In general, the college has developed programs which address career opportunities for the present and forseeable future, stimulating interest and enrollment.

Finally, the university has been successful in encouraging education agencies to emphasize the need for higher education for recertification. Teachers find it desirable to retool in their chosen fields, thereby increasing enrollments for the college. Given the college's determination to diversify its curricular base into nontraditional areas, the school is in danger of spreading itself too thin, thereby fostering a jack-of-all-trades image.

Scenario B: The objective was not undertaken.

The failure of the university to provide academic excellence in its outreach programs is distinctly tied to financial considerations. Since continuing education is not self-sufficient and traditionally has been poorly funded by the university and the state, its programs have suffered from budget cuts necessitated by financial constraints. Consequently, the quality of education has faltered as corners are cut. Administrators of the continuing education program must justify the effectiveness and fiscal viability of each course offering. Strict accountability is demanded by The University of North Carolina and the potential for innovation is limited. Fewer new course offerings are considered since they are not proven money makers. The result is a program which goes with "safe" courses. New course offerings which appeal to changing societal trends are not often implemented. The outreach program fails to attract many students who are interested in the growing fields of science, technology, environment, and service.

The image of the program in the community and on campus has faltered as academic standards decline. The colleges now fail to staff off-campus work with their best qualified faculty. Departments throughout the university are reluctant to spare exciting instructors because of the "slack" academic image. Budgetary constraints have also failed to reduce the instructional load off-campus, so that the quality of faculty-student time can't be maximized. The overall effect is a decline in faculty and student morale and an undermining of the program.

The university has also failed to offer new courses to older students, who, although committed to the concept of lifelong learning, are unable to find suitable course offerings because of the university's failure to identify these needs.

Special Activities II: The university will provide academically sound continuing education services to the people of the region and state in a manner that is as efficient as possible -- administratively, fiscally, and otherwise.

Scenario A: The objective has been achieved.

The College of Learning and Human Development has designated four satellite teaching centers with full-time directors housed in an ASU facility at central locations away from the main campus. The roles of the directors of the teaching centers have been redefined, and a part of their direct responsibilities is to assess needs, plan programs and work closely with the College of Continuing Education. There is a counseling and advisement office in each teaching center.

Through the use of fuel efficient vehicles and efficient program techniques, faculty are able to commute in groups of 2-4 to the teaching centers at a savings of fuel cost to the university. This process of coordination and programming has required increased staffing in Community Services to facilitate this savings. Extension of programming has produced increased demands for facilities at off-campus locations, and this increased programming may cause further program problems. An attempt at extensive coordination with academic departments, Community Services, Motor Pool, and other support units on campus threatens to burden the process further.

The university is continuing to review, fiscally, tuition policies while maintaining the lowest possible tuition with a competitive funding base for off-campus instruction. ASU continues to solicit from the state legislature a state funding formula based on extension FTE's. The administration has consistently supported with funds the concept that effective teaching can take place off campus, and faculty are encouraged to participate in off-campus programming as a part of their regular teaching assignments. In-service training for faculty is provided in the form of orientation sessions each fall for those teaching in the field for the first time. Direct involvement from the college deans and academic coordinators has enhanced the understanding of ASU's field-based programs.

The administration has actively supported the telecommunication system, and this system should be operational next semester on an experimental basis in two metropolitan areas in this state. This system will allow ASU to have full-time instructors at all teaching centers.

Scenario B: The objective was not undertaken.

The cost of fuel for automobiles has mandated an annual review of tuition, and an increase in tuition now occurs annually. Increased tuition threatens a decline in enrollment in many field-based programs. Lack of state cars and intensified scheduling difficulties have not allowed extension faculty to participate in car pooling. Thus, transportation costs have increased.

A modified formula for state funding for extenstion FTE's has enhanced instructor pay, but has not eliminated the disparity of tuition between on- and off-campus programming. Many university faculty still view extension activities as a secondary function of the university. Field-based instruction is generally taught on an overload basis, and departments are encountering difficulty in getting ASU instructors to participate extensively in off-campus teaching assignments.

Owing to lack of funding and staffing, Community Services is unable to communicate effectively with potential field-based students, and an increase in the population group of 55 and over has increased field-based enrollment for the last program year. Although the population has increased, a lack of communcation has failed to take advantage of this increased enrollment pattern.

ASU continues to discourage the state from creating territorial boundaries for each institution. Appalachian has consistently advocated that the consumers should have the right to choose which institutional program meets their identified needs. However, the General Administration continues to use stringent approval processes for sanctioning field-based programming. This has resulted in limited enrollment potential and has caused undue delays for planning long-range programming.

Cost feasibility studies on a transportation service indicates that a system is not warranted. This decision will place an increased burden on students in the field because they must use their own cars and any car pooling would have to be negotiated among student groups.

Special Activities III: The university will provide throughout the entire year a broad spectrum of cultural activities reflecting the region, the nation, and the world.

Scenario A: The objective has been achieved.

A summer Artist and Lecture Series and a foreign film series/festival have been established. Because the proportion of adults in the target population has increased and because all persons in the target population are increasingly interested in leisure-time activities, programming includes a wide variety of performances and presentations which reflect the varied interests in the population. Artists/lecturers residing permanently or temporarily in northwest North Carolina are encouraged to participate in the Artist and Lecture Series and to lead discussions of foreign films. Talent agencies are contacted each summer to discover whether potential performers of national and/or international reputation will visit the mountain resort areas during tourist seasons and whether such persons will be available for performances.

The planning and coordination of both Artist and Lecture Series and foreign film presentations have made it necessary for full-time staff to be hired. Energy requirements for a summer concert series are minimal; however, existing facilities have been surveyed for adequate ventilation, and deficiencies have been corrected. But because poor sound quality in existing facilities tends to discourage attendance, and because informality is the key to summer recreational activities, an outdoor amphitheater and parking lot have been constructed. Again, because existing facilities are not appropriate for the showing of movies, the university has constructed (purchased, rented) a movie theater. The construction of the two facilities has been costly. Babysitting and child-care facilities have been established to free parents to attend evening performances, again at some considerable expense. These facilities have been found to be necessary because many summer students and visitors have brought entire families with them to Boone.

In order to increase the exposure of the target population to other cultures, the Artist and Lecture Series have included many programs which feature artists from non-western countries. All cultural events sponsored by the university are being advertised regularly in communities within easy driving distance of Boone. However, unless facilitation of car pooling accompanies such advertisements, as the price of gasoline increases fewer and fewer persons will travel to Boone solely to attend cultural functions.

During the regular academic year, cultural programs are now scheduled for weekends, thereby allowing more students and faculty members to attend. Fewer students and faculty now find it necessary to leave Boone on weekends.

Scenario B: The objective was not undertaken.

No changes have been made in cultural offerings. Artist and Lecture Series performances are limited to the fall and early winter months, and no foreign film series is planned. Further, the emphasis remains focused upon western cultural events, and these activities are not widely advertised regionally. Few obvious consequences are seen. People have continued to move to the mountains, to vacation here, and to attend the university. The region and the university have, after all, many attractive qualities -- witness increasing enrollments at the university and the traffic jams during peak tourist seasons.

Perhaps because the public does not expect to find a wide range of cultural events in the mountains, particularly in the summer, the failure to offer such opportunities is missed by only a few. But faculty and students continue to leave Boone whenever possible, especially on weekends, and seek cultural stimulation elsewhere. The region and the university have been shortchanged by the lack of adequate cultural exposure, but the deficit is apparent only to those who have lived in communities which provide cultural opportunities.

Special Activities IV: The university will provide adequate facilities for the performing arts and other cultural activities.

Scenario A: The objective has been achieved.

The arts as a whole in the region have greatly benefitted from the achievement of this objective. Most residents do not support only one of the arts; they attend and benefit from the total program. The region has increased its chances to share in cultural programs originating on campus and off. Traveling companies such as musical theater, opera, legitimate theater, and classical musicians are now much more inclined to play this area because they have a facility allowing them to display their talents to the maximum. Cultural programs such as art and technological exhibits that tour the country find Appalachian a much more inviting place since they can be exhibited as befits their needs. Construction of a building to house an art gallery, Appalachian museum, and theater facility under one roof has increased audience usage of the space and encouraged an interrelationship of the arts. An adequate facility for cinema has encouraged greater participation on the part of students, faculty, and members of the regional community.

An adequate facility for the university theater program also allows increased usage of existing personnel and greater usage by the university community. The chances for graduates from Appalachian to participate in further studies in theater has increased owing to their training in a better theater plant.

Scenario B: The objective was not undertaken.

The facilities for the arts at ASU have not proved to be adequate for the needs of the university and the community in the 1980s. Consequently, the fine arts programs affected advance at best slowly and painfully. Less opportunity for advancement presents itself to ASU students, owing to the substandard facilities offered them during their university career. Some exposure to the arts has long been considered an integral part of a full university education, and without the ability to present this in the best available atmosphere, the impact has been lessened.

Without proper facilities for touring arts programs, it has become increasingly difficult to provide quality experiences to the students, faculty, and regional community. This has inevitably affected the recruitment of faculty, students, and friends to the university.

Special Activities V: The university will seek to provide facilities, financial assistance, and other opportunities for students and faculty to engage in international studies.

Scenario A: The objective has been achieved.

The increased opportunity for internships and study abroad has made it possible for a greater number of students and faculty to gain first hand knowledge of other languages and cultures. These students and faculty members have returned and are serving as resource people and ambassadors of good will for the university and the entire community by giving lectures, slide presentations, and demonstrations. Since people in North Carolina have learned about ASU's increased international opportunities, the university has been able to attract higher quality students -- many of them want to participate in such programs. Increased exchanges and internships have resulted in a greater number of foreign students and exchange faculty at the university, attracted to ASU through personal contacts made in their home country. This has provided the students and community people who do not participate in international programs an opportunity to learn about different cultures. The long-range benefit of such programs has been to create an enlightened citizenry, aware of such global problems as interdependence, energy, and world politics.

An expansion of the career-oriented programs with greater international perspectives has provided students with practical and essential training to better enable them to compete in the international job market -- a growing field with almost unlimited possibilities. The "Joint Venture" program, which in 1980 combined business training with an advanced competency in two languages other than English, has expanded to many other disciplines, and ASU students are now securing jobs with international firms in a variety of fields.

The comparative studies program and centers for interdisciplinary studies have been instrumental in providing students with in-depth knowledge of global perspectives on contemporary problems, thus increasing their chances of finding challenging jobs and performing well in those jobs. These two programs have greatly increased ASU's chances of receiving federal funding for a foreign language and international studies regional center, as recommended in the final report of the President's Commission on Foreign Language and International Studies in 1979.

A strong and visible Office of International Studies, with several full-time professional employees and an adequate secretarial staff, has been essential to growth in the international field at ASU. The office's increased visibility has resulted in more students applying to participate in international programs. The office also assists program directors in financial and administrative matters. It has been essential in the development of programs and continues to serve as an important source of ideas for future ventures.

Scenario B: The objective was not undertaken.

Opportunities for international exchange of students and faculty continue to be limited. ASU has not kept pace with other universities in the growing international education field and is losing quality students to universities that have initiated imaginative and practical programs. With few exceptions, such as the "Joint Venture" program, the Watauga College world cultures curriculum, the History Department's World Civilizations course, and the Geography Department's World Regional courses, the university programs are not meeting the current students' needs in international education. This has discouraged both students and faculty and has contributed to low university morale. In effect, ASU has continued to prepare its students for an isolated world that no longer exists.

However, not everyone is unduly upset by this state of affairs. Some have argued that limited resources must be used to strengthen existing programs. Some have even suggested that international studies programs may be inappropriate at an institution with limited scope.

Special Activities VI: The university will seek to integrate the facilities of the Center for Continuing Education into the life of the university at large.

Scenario A: The objective has been achieved.

Appalachian State University is fortunate to have a campus residence center for its programs and it has recognized that the accessibility of this facility to the entire university is mutually dependent on the initiative and interest of individual campus departments, agencies, and the Center for Continuing Education.

The CCE by definition is a residential center and, as in all other sectors of continuing education, it is primarily dependent upon self-generated receipts. The center has always received some state funding and in the 1980s additional state funding has been received. This has allowed the CCE to establish a sliding fee schedule based on ability to pay. More university groups now use the facilities and the center's image has improved on campus. A faculty liaison person from each academic college aids the integration of the center with the university and helps eliminate the center's perceived feeling of isolation. This does threaten to create a financial burden on the center, however, as fewer private groups utilize it to make room for expanded university participation.

The Center for Continuing Education has enlarged its dining facilities, added additional guest rooms, and constructed a multi-purpose building to be used for the large banquets, exhibits, lecture hall, and indoor recreation. This has enabled the center to attract larger groups and bolster its financial status.

The university is also considering the purchase of the Daniel Boone Hotel in downtown Boone. This acquisition would allow for the exploration of developing this facility into an arts center, faculty club, or additional rooms for visitors to the campus. But its purchase, owing to location, might create management problems and constitute a financial burden to the center. It might also create problems within the community, since local opposition to restoration of the hotel is apparent.

Scenario B: The objective was not undertaken.

The CCE has failed to integrate with the university, as more and more private groups utilize its facilities. A sliding fee schedule has not been adopted for fiscal reasons, thereby denying access for departments or university related groups which lack the funds to pay the center's fees. Consequently, campus groups and organizations perceive the center as an independent, isolated institution which does not serve the needs of the greater university. A plan to install a liaison person from each academic college has been vetoed also for financial reasons. This has reenforced the center's isolation. A positive result of these failures is that the center is able to balance its books, since more and more private groups now fill its rooms.

The center has not been enlarged to the degree that will enable ASU to attract larger groups to the campus. This may or may not pose a problem for the university. On the one hand, it limits the center's ability to attract larger groups and therefore generate more income. On the other hand, this may eliminate an additional managerial headache and the center may or may not prove capable of filling this additional space.

The university has decided not to purchase the Daniel Boone Hotel, thereby denying the community and the university an arts center, a faculty club, or extra visitors' rooms. The hotel has been torn down and the town of Boone has lost a historical landmark and a bit of its charm.

Special Activities VII: The university will continue to provide an environment which is open and conducive to special projects which are of service to the people of the region, state, and nation.

Scenario A: The objective has been achieved.

Taking into consideration Appalachian State University's goal of serving "the people within its sphere of influence" and population trends for the 1980s and beyond, ASU has had a greater responsibility to fulfill. The programs to be offered to the community as well as surrounding areas reflect the changing traditions of the population. As shifts in the population develop, more women, minorities, and older citizens populate the surrounding counties. ASU's involvement in educating these people is critically important. A wide variety of programs are being instituted to capture the diversity of interests. Programs for women entering professions are high on the list of priorities, with attention also being given to the elderly (60 and over). While programs geared towards children (talented, gifted, others) are necessary for total social involvement/improvement, the decline in birth rate has dictated that these programs be limited and the revenue channeled to areas of greater need (women, elderly, minorities). Many of the innovative ongoing programs of the 1970s continue to be the foundation of ASU's meeting the needs of the entire growing population in the mountain counties. However, given the economic climate of the 1980s, recognition is given to resource limitations both fiscal and human.

Scenario B: The objective was not undertaken.

ASU has not significantly expanded its program offerings to meet the new clientele in the area it serves. That part of the population that ASU traditionally influenced has been forced to find other viable alternatives. Considering the elderly, young people, women, their mobility and their hunger for "unconventional"/innovative means of education and/or continuing education, failure to meet these demands threatens a drastic reduction of prospective students. Along with a decreasing number of students will come a reduction of the university's budget and supporting staff. The end result may be a failure on the part of ASU to meet its purpose or mission as a state-supported institution.

Institutional Sector: GRADUATE PROGRAM

Graduate Program I: ASU will strive to maintain graduate enrollment at, or above, current levels.

Scenario A: The objective has been achieved.

Although the trend away from the traditional academic Master of Arts degree continued into the mid 1980s, the shortage of jobs has increased the number of applications for graduate programs as well as the pressure to develop specialist and doctoral-level professional degrees. As a result, graduate students are more career-oriented; more minorities are represented; and women are vying for positions in newly developed career-oriented programs in business, energy technology, microtechnology, and scientific and health-related fields. These professional degrees, once an object of concern lest they displace the traditional programs, coexist with the academic degrees, which are aimed primarily toward teacher education or as foundations for specialist degrees. It is noteworthy that undergraduate degrees now require more traditional courses to improve reading, writing, and thinking.

While a majority of students are full-time students encouraged by increased federal tuition loans and stipends, industry-sponsored scholarships, and graduate assistantships, many students are enrolled in field-based degree programs, and a few take courses for personal enrichment. Because the administration had strong faculty support, ASU has developed a system of needs assessment and interinstitutional research to support requests for funding to reduce the student-teacher ratio, to introduce innovative degree programs, and to expand the library. Consequently, the quality of programs has improved.

Scenario B: The objective was not undertaken.

ASU has weak graduate programs which have changed little in the 1980s. As the opposition of proponents of academic excellence has led to a decrease in field-based programs and made the initiation of innovative professional degree programs virtually impossible, ASU has been unable to attract graduate students. Although a greater emphasis is being placed upon quality undergraduate instruction, the career-oriented student is choosing to attend institutions with professional graduate programs which they may enter in their senior year. Within this conservative institution a few very energetic, innovative departments have responded to regional demands for programs when the need is especially urgent. However, the effort required has discouraged most departments; consequently, the present state of affairs is that departments are asked to develop proposals for new programs. Graduate education at ASU is viewed as inferior and the institution as unresponsive to regional needs.

Graduate Program II: The Graduate School will increase its flexibility in order to adjust to changing academic, student, and constituent needs.

Scenario A: The objective has been achieved.

Because ASU's administrative attitude is open and responsive, the institution has been able to alter graduate programs, develop new programs, and devise new delivery systems. This flexibility has enabled ASU to enhance its reputation in the state as a vigorous, innovative university. To accomplish this, an ongoing review process was devised to assess needs, evaluate programs, the teaching process, and administrative effectiveness. This review process, by securing input from employers as well as faculty and students, enables the institution to revise program content to respond quickly to changing needs.

Although multidisciplinary programs have not become numerous, there are a few; more numerous are graduate programs housed in a single department but requiring courses in other departments. For example, many professional programs now require a course in report and grant writing, an interdisciplinary course which stresses effective organization of materials, correctness of expression, and the particular requirements imposed by a set of guidelines. A course such as this has enabled ASU to make its educational programs more relevant to total job needs, rather than merely addressing the technical knowledge afforded by the traditional academic degree program which assumed that skills outside the domain of the discipline could be developed "on the job."

The emphasis upon accountability has led to careful consideration of new programs and an insistence that appropriate funding is essential. This attitude has enabled ASU to secure some new programs in gerontology, energy planning, criminal justice, and health-related areas. Consequently, ASU has been maximally effective in meeting its mission to provide "graduate and professional offerings in areas where there is a demonstrable need" and "to serve as a force for social improvement."

Scenario B: The objective was not undertaken.

Since the demand for traditional programs has declined and since the attitude of the faculty reflects "an ever more embattled elitism," ASU is slow to respond to changes of the '80s. For example, although the State Department of Public Instruction has set the master's degree as the entry level for certification of secondary teachers, most departments have not considered this demand for greater competence as a part of a societal trend. Rather than emphasizing a balance of programs built of varying proportions of traditional academic and professional elements, the criticism that graduate education is being polluted curtails graduate education at ASU. This divisive attitude has alienated the proponents of professional, nontraditional degrees, some of whom are attempting to set up professional schools outside the university system.

Graduate Program III: ASU will increase funding for graduate assistantships and scholarships and for graduate research.

Scenario A: The objective has been achieved.

Increased funding, from both the General Administration and the university's own development efforts, has promoted ASU to a competitive position as a comprehensive university in North Carolina. Graduate programs have taken on new importance; the master's degree has become the mark of a well-educated citizenry. Although not the only sign of commitment to quality education, increased funding is basic to ASU's efforts to recruit capable students in all disciplines. These teaching and research assistants have challenged many ASU faculty, now older and more stable than faculties of the past decade, as a system of released time and peer rewards emphasizes research. Those who aggressively pursue the research objectives continue to grow professionally and thus enhance the university's stature. Some faculty continue to take a passive stance with regard to research while remaining in tenure positions.

The administration keeps informed with regard to graduate programs benefitting from increased funding. In being responsive to societal needs, it is considered paramount that graduates find productive, needed placement in the job market. Thus, increased funding does not contribute to obsolescence. Assistantships and scholarships provide the carefully synchronized help to respond to society's needs.

Scenario B: The objective was not undertaken.

ASU funding has remained the same and even diminished in some areas since the late 1970s. Lack of increased funding has caused the institution to reexamine allocation procedures. Fewer graduate assistantships are now utilized, since those that ASU has, of necessity, receive more compensation per person. That is, in responding to inflation, ASU is providing higher remuneration to fewer graduates.

Graduate students seek out places and programs which offer substantial assistance and promise high returns on investments of time and money. Schools with prestigious names continue to attract exceptional students; ASU is unable to attract high level students. The university continues to appeal to students who are drawn to the les urban environment. Their ambitions are pragmatic and essentially loyal to the region. Global affairs are considered cosmopolitan and unworthy of particular concern. With few opportunities for increased funding for assistantships, the high out-of-state tuition prohibits the expansion of our students' horizons.

Many faculty who are able to move do so; some remain at ASU because of family ties or environmental concerns. Their interest in research continues, but is not a potent force in graduate education. The university system still recognizes ASU as essentially a teaching institution serving the region. Lack of funding permits only those who live in the region or the limited few with scholarships to receive graduate degrees.

Graduate Program IV: ASU will develop and encourage nontraditional graduate degree programs. Such degree programs might include: 1) inter-university programs leading to a doctoral degree; 2) increased use of summer workshops; 3) international programs making use of satellite telecommunications systems.

Scenario A: The objective has been achieved.

The General Administration of The University of North Carolina has encouraged and funded a program of interinstitutional doctoral degrees. This permits comprehensive and doctoral degree granting institutions jointly to meet needs of consumers in the state. The UNC system has also moved to formally establish reciprocal relations with nearby states for students seeking graduate degrees.

Programs are being chosen with greater care than ever before. Graduate education emphasizes areas of societal needs such as recreational land use, alternate energy sources, the sciences, and technology. Programs which appeal to retired persons in the area for the summer months provide a special need for instruction in the humanities. The elderhostel and summer immersion type institutes have increased in numbers. Some families seek their education together through special summer programs and regular summer sessions.

Strong support for expertise in nontraditional programs is found in satellite telecommunications. Campuses away from ASU provide exceptionally fine nontraditional instruction for on-campus students via satellite. ASU has developed expertise in the initiation of these new ways to establish national and international liaisons.

Balancing the need for graduate education with a career orientation continues to be a need for a well informed, socially conscious, and intellectually alert citizenry. Graduate students also seek a strong sense of self-worth. As ASU has developed nontraditional programs, a concern for meeting the needs of all segments of society has been realized. International as well as handicapped students are well represented in the graduate student body.

Scenario B: The objective was not undertaken.

In wishing to establish itself as a comprehensive university and feeling the need to overcome earlier, nontraditional history, most departmental efforts emphasize the purity of their discipline and discourage any nontraditional approaches. In their view, teaching not delivered on campus is second-rate; teaching by any other than ASU faculty is questionable; and nontraditional teaching is less than adequate.

The administration, fearful of arousing faculty wrath, seems incapable of initiating bold strokes which involve risk taking. The creative problem-solving which can make higher education exciting seems bogged down in administrative procedures and inadequate funding.

Institutional Sector: RESEARCH

Research I: The university will develop an effective administrative structure for the advancement of research.

Scenario A: The objective has been achieved.

Through the Center for Research Development created in 1982, ASU has been able to enhance research efforts, despite the diminution of federal funds available for grants and a somewhat older faculty. Because this center is staffed by faculty in various colleges and a full-time director, contact with the various departments has been maintained. The research has provided tangible results which have addressed practical problems in the region, such as energy, land use, crime prevention, educational innovation, mental health program evaluations, and industrial innovations. Consequently, ASU has increased its status and is considered a truly comprehensive university. It also has greater financial support from state government and regional public and private agencies.

Because ASU has a unit to publicize and coordinate research efforts, the climate for applied research has improved. However, a small number of traditional academic researchers are frustrated as they see more university resources being allocated for applied research projects and little expended for projects to expand the frontiers of knowledge. The center encourages careful design of research and enables ASU to work more closely with industry and governmental agencies to identify regional needs and to suggest research-based solutions to attract support from private and public sectors, but at a cost of lowered morale on the part of traditional academic faculty members. These members judge that released time and merit pay given for applied research indicate that the university has abandoned its "real" purpose -- teaching.

Through these applied research efforts, ASU has achieved the support of public institutions. The university community has also concluded that the university has met its commitment "to advance the frontiers of knowledge through research." Another purpose judged to be achieved is its pledge to "promote scholarship as a basis for instruction...and as an essential and unique means of advancing knowledge and understanding."

Scenario B: The objective was not undertaken.

Without a centralized administrative structure for the advancement of research, activities in this domain have remained relatively stable, with colleges being the major units to encourage and coordinate research projects. Because the colleges have varied in their commitments to research and have been unable to cooperate in cross-college projects, an unequal distribution of resources has continued. Resources and encouragement are given to "producers," and conditions are such that the "non-producers" find it difficult to locate support for their research interests. Despite the fact that awards for outstanding research are being given and released time provided for research, the quality of research has improved only gradually, as there is not a system for university wide review. The keen competition for research funds has resulted in little external support for research, the primary exception being in those departments with close alliances with industry or public institutions. From these efforts has emerged some useful assistance to the regional industries, educational institutions, and other agencies.

Despite the lack of impressive gains, the consensus is that the university is achieving [illegible] objective "to advance the frontiers of knowledge through research" as [illegible] can be expected with the level of state support provided. There is also [illegible] tendency to question the most appropriate way to measure the extent to which the university has fulfilled its commitment to "promote scholarship as a basis for instruction...and as an essential and unique means of advancing knowledge and understanding."

Research II: The university will elevate the importance of research activities at ASU.

Scenario A: The objective has been achieved.

An improved environment for research has resulted in increased research efforts by the faculty. Among other things, the university has alloted ample funds for released time, established a Research Assistantship program, added stipends to attract more highly qualified graduate students, and hired secretarial help for typing manuscripts. Additionally, research production is being used as determinant for promotion, tenure, and merit pay. Some departments have set, for example, a certain number of published articles as a standard, and others have established criteria for determining the value of a faculty member's research.

This research has enhanced ASU's reputation both regionally and nationally. ASU has also been able to attract prospective faculty with research interests, as well as funding for new research projects from both the UNC-GA and external sources.

The effect of research on the quality of teaching is mixed. Some faculty, engaged in research, are up-to-date in their fields and have great enthusiasm for their subject. This knowledge and interest stimulates students, especially those at the graduate level. Faculty-student "research teams" provide opportunities for students to gain a good knowledge of research methodology. On the other hand, many faculty actively doing research are pressed for time and give less attention to class preparation and student contact.

The elevation of research activities has frustrated those faculty who view their primary role as teaching. They are resentful and confused over the recent change of emphasis in the university's goals, as they realize they are less likely to be rewarded by promotion, tenure, and merit pay. One positive aspect is that some are initiating research to gain job advancement.

Scenario B: The objective was not undertaken.

Because this objective was not achieved, the situation is about what it was at ASU in 1980. Research is encouraged in some academic departments by making it relevant for promotion, tenure, or merit pay, but it is not strongly encouraged in others. Faculty members who want to pursue research are on their own time with little or no relief from their teaching load. Moreover, they have little graduate assistant help and in general receive little aid from the university for their projects.

Since the amount of research has increased very little, ASU is not viewed as a research-oriented institution. Because of this, the institution is unsuccessful in attracting research-oriented new faculty and is at a disadvantage in securing additional funds either from outside sources or from within the UNC system. Thus, decreased emphasis upon research activities has lowered the quality of graduate instruction. Fewer graduate students participate in research projects in tandem with a faculty member. The faculty-student relationship, so essential in graduate education, has suffered from a lack of collegiality.

There is less dissension among the faculty, however, since those who see their goal primarily as teaching still pursue that goal without feeling left out of the rewards system. Those whose focus is research also bend their efforts in that direction, especially in those academic departments where it is heavily emphasized. In general, ASU's reputation is still that of a teaching institution.

STAGE TEN

FORESIGHT: INVENTING STRATEGIES

Having become familiar with the objectives while writing futures scenarios, the Stage Nine committee members were asked to continue to work with the objectives in Stage Ten. Many had found the Stage Nine exercise to be rather enjoyable; few described the Stage Ten assignment as anything except hard work.

In Stage Ten the committees were asked to develop specific strategies or tactics for the achievement of each objective. Given the rather general language of some of the objectives, the committees sometimes had to take the title of this stage quite literally and "invent" strategies. However, even in the case of the more general objective statements, the committees received additional guidance from the "results" indicated in the Stage Seven reports.

The committees were given a specific format to follow in the preparation of their reports. They were to begin with the present, meaning the point at which implementation of the objective might commence, and indicate what initial steps should be taken and what instrument would be required to make them occur. Next they were to describe, in sequential order, intermediate steps to be taken during the intervening years and indicate an approximate date for each action. They were to end with the achievement of the objective, indicating the year of achievement and the evidence of achievement. In most cases, it was expected that the "evidence of achievement" would be comparable to the "results" outlined in Stage Seven. It was suggested that, whenever possible, actions related to the objectives be channeled through the appropriate administrative office and/or university committee or council to avoid the creation of a myriad of ad hoc committees.

The Stage Ten task was difficult not only because the committees had to suggest how the objectives could be achieved, but also because the development of effective tactics usually required an understanding of administrative procedures at ASU and within the UNC General Administration. Faculty members, who formed the majority on most committees, as well as staff and students, often lacked experience in these matters. To assist them, each committee was provided with a copy of the Stage Two institutional sector reports, many of which outlined the administrative procedures followed in a given sector. Committee chairpersons were also urged to interview those individuals whose offices or committees might be involved in the implementation of a specific objective.

The Stage Ten reports proved to be of great value to the Steering Committee as it began to evaluate the objectives in Stage Thirteen. Not only did they suggest how a given objective might be achieved; they also indicated the amount of time and/or effort that achievement might require. Furthermore, the specific strategies outlined in the Stage Ten reports often revealed hitherto unsuspected duplications or incompatibilities among objectives. As a result, the Steering Committee in Stage Thirteen undertook a number of revisions aimed at minimizing duplication, eliminating incompatibilities, and clarifying and strengthening the objectives.

Institutional Sector: PURPOSE

Purpose I: ASU will seek to ensure that its statement of purpose accurately reflects the character and aspirations of the institution.

1. The Present:

   -The Institutional Studies and Planning Committee considers the revised statement of purpose as recommended by Purpose Objective I, possibly proposing additional revisions, and adopts a motion to be addressed to the Chancellor recommending that ASU adopt the revised statement of purpose.
   -The Committee also develops a proposal for periodic review and, where necessary, revision of the statement of purpose and recommends to the Chancellor the adoption of this proposal.

2. The Intervening Years:

   -The Chancellor presents the revised statement of purpose to the Administrative Cabinet which considers and approves the adoption of the statement. Year: 1982.
   -The Office of Academic Affairs instructs the Publications Office to include the revised statement of purpose in the 1982-83 catalog and all other university publications in which the statement of purpose is included. Year: 1982.
   -The Chancellor accepts the proposal of a procedure for periodic review of the statement of purpose and is prepared to initiate the review process when indicated in the future. Year: 1982.

3. Year of Achievement: 1982

   Evidence of Achievement: The 1982-83 catalog, as well as all other relevant university publications, contain the revised statement of purpose. The university regularly reviews this statement and is prepared to revise it when necessary.

Purpose II: Appalachian State University will seek to make its statement of purpose operative by requiring that all new university programs, initiatives, and commitments be consistent with its official statement of purpose.

1. The Present:

   -The Chancellor receives the recommendation contained in Purpose Objective II and discusses it with the Administrative Cabinet. The Administrative Cabinet decides that it is possible and advantageous to the university to adopt this recommendation and the vice chancellors agree to prepare appropriate instructions for their areas of responsibility.

2. The Intervening Years:

-Each of the vice chancellors develops instructions appropriate for the units within his area of responsibility, indicating how they are to address the issue of consistency with the university's purpose when proposing new programs, initiatives, or other commitments. Year: 1982.

3. Year of Achievement: 1982

Evidence of Achievement: Proposals for new programs or other initiatives must now address specifically and satisfactorily the issue of consistency with ASU's statement of purpose and official mission.

Purpose III: ASU will establish a procedure to review periodically the implementation of institutional objectives recommended in the final stage of the self-study.

1. The Present:

-The University Coordinator of Long-Range Planning proposes for the consideration of the Committee for Institutional Studies and Planning a procedure for periodic review of the self-study objectives, as well as continuous long-range planning activities.

2. The Intervening Years:

-The Committee for Institutional Studies and Planning agrees upon a procedure for periodic review of the self-study objectives and continuous long-range planning activities and recommends it to the Chancellor. Year: 1982.

-The Chancellor accepts the proposal of the Committee for Institutional Studies and Planning and instructs the committee to begin to follow this procedure when engaged in the recommendation of long-range planning activities. Year: 1982.

3. Year of Achievement: 1982

Evidence of Achievement: The Committee for Institutional Studies and Planning annually (for as many years as necessary) reviews the objectives adopted as a result of the self-study process. It recommends revision of these objectives, as well as new studies and new long-range planning activities, when necessary.

Institutional Sector: ORGANIZATION AND ADMINISTRATION

Organization and Administration I: To implement programs leading to greater energy conservation, efficiency, and accountability and to be prepared to evaluate academic, co-curricular, and extra-curricular programs in terms of energy consumption versus their value to the institution.

1. The Present:

   - The Energy Management Control Center is already in place and functioning.
   - Business Affairs follows progress of energy-related fund requests submitted in 1980 for 1981 and 1982 funding. Bids are received on boiler conversion project and construction begins. Cable installation in progress is administered. Present limited energy control system is supervised and refined.

2. The Intervening Years:

   - Construction related to boiler conversion completed. Year: 1981.
   - Funds received for:
     - Extension of control system. Year: 1981.
     - Retrofitting of some facilities. Year: 1981.
   - Campus communication facility (cable system for the energy control system) completed. Year: 1981.
   - Scheduling and transportation use reviewed and revised to accommodate energy considerations. Year: 1982.
   - Construction of extended energy management/control system and funded retrofitting completed. Year: 1983.
   - Funds requested for further retrofitting extending beyond 1983. Year: 1982.

3. Year of Achievement: 1983

   Evidence of Achievement:
   - Converted boiler in operation using coal/wood.
   - Energy Management/Control System extended to all major using facilities.
   - Reduced level of energy consumption.

Organization and Administration II: In the face of adversity such as dwindling financial resources, greater competition for those resources which are available, increased state and federal regulations affecting both admissions and personnel policies, and public demand for greater accountability, the administration will be prepared to make whatever changes are necessary to promote and ensure the financial security of the institution.

Various aspects of this objective are addressed in Financial Resources I-VI. The Financial Resources objectives are concerned with such matters as the reexamination of financial priorities, conservation and reallocation of scarce resources, fund raising, and the maintenance of an adequate level of enrollment. See Stage Ten reports for these objectives (pp. 129-133).

Organization and Administration III: Implement immediate measures which will allow ASU to maintain the controlled growth of the student body while taking positive steps to ensure that the overall quality of the institution and its academic product will not be compromised.

1. The Present:

-The appropriate units (the Admissions Committee, Admissions Office, Development Office, Placement, Counseling, Student Affairs, and the faculty) are made aware of this objective and are encouraged to pursue it.

2. The Intervening Years:

-More resources are made available to the Admissions Office for recruiting students.
-More scholarship funds are available to help attract better students.
-More effort is made through a better advising and counseling program to retain currently enrolled students.

3. Year of Achievement: 1982 and ongoing

Evidence of Achievement:
-Total enrollment continues to grow.
-The proportion of entering students that graduate rises.
-More recruiters come to the campus to interview and hire ASU graduates.

See Financial Resources V for a more detailed plan to reach the same objective.

Organization and Administration IV: For the administration to be prepared to revamp the academic structure of the university in order to respond to a collegial organization which will more clearly emphasize and differentiate the academic programs, objectives, and interests in the natural, physical, mathematical, and technical sciences from those of the social sciences, fine arts, and humanities.

1. The Present:

-The Institutional Studies and Planning Committee considers this objective and adopts a motion to be addressed to the Chancellor recommending that he appoint a special task force to study the academic structure of ASU.

2. The Intervening Years:

-Chancellor appoints a special task force to make recommendations regarding ASU's academic structure. Year: 1981.
-Task force conducts investigation (surveys, questionnaires, hearings, etc.). Year: 1982.
-Task force makes a report of its findings to Chancellor and recommends a new collegial structure. Year: 1983.
-A new collegial structure is approved and funded by the General Administration. Year: 1984.

3. Year of Achievement: 1985

   Evidence of Achievement: Appalachian State University establishes a new collegial structure.

Organization and Administration V: To provide the organizational structure and administrative leadership for the integration (combining) and enhancement of research functions and responsibilities under one unit which will be able to direct, coordinate, and promote these activities in the most efficient and effective manner possible.

See the Stage Ten report for Research I (p. 191) for the recommended strategy for the achievement of this objective.

Organization and Administration VI: To implement programs which will promote and provide for the continued growth and development of ASU's faculty, staff, and students.

1. The Present:

   -Through the efforts of the Graduate School and the Center for Instructional Development, more assistance is offered to those attempting to prepare materials for publication. The Employee Assistance Program is evaluated by the Director of the Counseling Center and recommendations for expanding the program are prepared. The Campus-Wide and Public Programs Committee evaluates booking procedures for all cultural and entertainment programs. Recommendations are formulated for unifying efforts and utilizing additional funds if available.

2. The Intervening Years:

   -The legislature provides additional funds for cultural events and for employee (faculty and staff) training and services.

3. Year of Achievement: 1982 (an ongoing process)

   Evidence of Achievement: Some evidence of progress toward the achievement of this objective already exists. Specific further steps are:

   -Additional secretarial assistance for the Center for Instructional Development and the publishing of procedures for faculty members to approach the center for publication typing services.
   -Funds allocated specifically for faculty training events (as differing from, but compatible with, funds for resource persons for student instruction and faculty training).
   -Expansion of the Employee Assistance Program to provide more services to employees and their families.
   -Tuition waivers for employees and their families.
   -More funds for staff and faculty training.
   -More funds for the Artist and Lecture Series.

Institutional Sector: EDUCATIONAL PROGRAM

Educational Program I: To provide for continuous engagement, among students and faculty, in critical exploration of values and ethics as these relate to both individual and social dimensions of life.

1. The Present:

   -The Academic Policies and Procedures Committee recommends that each academic department consider this objective as it might apply to changes in curricula.
   -An ad hoc committee charged with developing a format for an annual symposium on ethics and public life is appointed by the Vice Chancellor for Academic Affairs.

2. The Intervening Years:

   -Curriculum revisions relating to this objective are approved by the departmental faculties. Year: 1981.
   -The various college proposals for new course descriptions and/or new courses related to this objective are presented to the appropriate college councils. Year: 1982.
   -The various college proposals for new course descriptions and/or new courses are presented to the Teacher Education Council. Year: 1982.
   -The various college proposals for new course descriptions and/or new courses are presented to the Academic Policies and Procedures Committee. Year: 1982.
   -The Vice Chancellor for Academic Affairs approves the recommendations of the Academic Policies and Procedures Committee relating to this objective and allocates funds for the establishment of an Annual Symposium on Ethics and Values. Year: 1982.

3. Year of Achievement: 1984

   Evidence of Achievement: The 1984-85 General Bulletin reveals that capstone interdisciplinary courses are offered as a regular component of the general education requirements. Courses in professional ethics are found in all academic departments or are in the process of being designed. An annual symposium relating to ethics and values is sponsored by the university.

Educational Program II: To provide for education in cultural diversity, particularly as this relates to the continuing viability of American society as an ongoing experiment in cultural pluralism and as it relates to intercultural communication and understanding at the international level.

1. The Present:

   -At the suggestion of the Multicultural Council, the Vice Chancellor for Academic Affairs recommends that this objective be implemented.

2. The Intervening Years:

   - Vice Chancellor for Academic Affairs convenes the Multicultural Council to encourage new offerings in cultural diversity. Year: 1981.
   - Various departments propose new offerings in their college councils and have them approved. Year: 1981.
   - The courses and programs described below are sent through Teacher Education Council and/or Graduate Council and/or AP&P and are approved. Year: 1981.
   - Vice Chancellor for Academic Affairs approves recommendations of AP&P. Year: 1981.

3. Year of Achievement: 1982

   Evidence of Achievement: Various new courses and programs emphasizing cultural diversity have come into existence at ASU.

Educational Program III: To provide for education with respect to the multifaceted problems and implications of human interaction with the environment, particularly inclusive of instruction which will raise the level of sensitivity to the complex network of value issues which are at stake in all environmental policies.

1. The Present:

   - An appropriate committee considers Educational Program III and recommends to the Vice Chancellor for Academic Affairs that the several colleges act to implement the objective.

2. The Intervening Years:

   - The Educational Program subcommittee recommends that the purpose statement in the General Bulletin be revised to reflect ASU's commitment to achieving this objective and that a colloquium be held for the university community in which the value issues which are at stake in all environmental policies are articulated. Year: 1981.
   - The Vice Chancellor for Academic Affairs through the deans of the several colleges urges that all appropriate departments act on the recommendations of the subcommittees and that the purpose statement in the General Bulletin be revised in accord with the recommendation. Year: 1981.
   - The deans of the several colleges, through their councils, generate discussion and identification of concepts and activities which address themselves to achievement of the objective and encourage course syllabi to be revised accordingly if necessary. Year: 1982.

3. Year of Achievement: 1982

   Evidence of Achievement: The purpose statement in the General Bulletin makes reference to ASU's commitment to meeting this objective. Concerns and activities which raise the level of sensitivity to the value issues at stake in environmental policies are included in the course syllabi of all appropriate departments.

Educational Program IV: To provide for elevation of the level of communication skills and the level of appreciation of the language arts.

1. The Present:

   -The Academic Policies and Procedures Committee considers this objective and adopts a motion to be addressed to the Vice Chancellor for Academic Affairs recommending that he appoint an ad hoc committee to consider the recommendations listed in the Stage 9 report for Educational Program IV.

2. The Intervening Years:

   -Vice Chancellor for Academic Affairs appoints committee. Year: 1981.
   -Committee submits its report and recommendations to Vice Chancellor, who accepts them and instructs departments to act accordingly. Year: 1982.
   -New course presented to each department's faculty. Year: 1982.
   -New course (all departments) presented to college councils. Year: 1982.
   -New course (all departments) presented to AP&P Committee. Year: 1982.
   -New course (all departments) is approved by Vice Chancellor for Academic Affairs. Year: 1982.
   -A new course "Source Readings" (all departments) appears in catalogue. Year: 1982.

3. Year of Achievement: 1982

   Evidence of Achievement: All departments adopt and put into action the recommendations of the ad hoc committee.

Educational Program V: To provide for a renewed commitment in the university's academic programs to meet the needs -- within our definition of mission -- of all elements of society.

1. The Present:

   The SACS Steering Committee/Institutional Studies and Planning Committee makes the following recommendations:
   a) That policies and procedures associated with all field-based programs be reviewed in light of present/future needs.
   b) That the university study the use of cost-effective alternative delivery systems for off-campus credit and non-credit instruction.
   c) That the university study the requirements of students with special needs.
   d) That all graduate and undergraduate programs be systematically reviewed in the light of current/future markets and cost of delivery by 1985.

2. The Intervening Years:

   a) A clear statement of policy and procedure for all field-based programs by January 1, 1982:
   -Vice Chancellor for Academic Affairs directs Dean of the College of Continuing Education to review the policies and procedures associated with all field-based programs. Year: 1981.
   -Dean of the College of Continuing Education appoints Policies and Procedures Committee. Year: 1981.

-Deans' Council accepts recommendations of committee. Year: 1981.
-Vice Chancellor for Academic Affairs accepts recommendations of Deans' Council. Year: 1981.

b) A master plan for the utilization of alternative delivery systems of instruction (i.e., interactive television, video cassettes, satellite campuses) by January 1, 1983:
-Vice Chancellor for Academic Affairs in consultation with the Deans' Council appoints Committee on Alternative Delivery Systems. Year: 1982.
-Committee recommends utilization of interactive television, video discs, satellite campus, etc., as cost effective means of extending university impact on region. Year: 1983.
-Deans' Council approves recommendations of committee. Year: 1983.
-Vice Chancellor for Academic Affairs approves recommendations of committee. Year: 1983.
-Vice Chancellor for Academic Affairs directs the appropriate unit(s) to implement recommendations. Year: 1983.

c) Clearly established programs for all clients with "special needs" by January 1, 1984:
-Vice Chancellor for Academic Affairs in consultation with the Deans' Council appoints Committee on Students with Special Needs. Year: 1982.
-Committee forwards report to Deans' Council for approval. Year: 1983.
-Deans' Council approves recommendations of committee. Year: 1983.
-Vice Chancellor for Academic Affairs directs Center for Developmental Education to assist deans and department heads in the implementation of recommendations for students with "special needs". Year: 1983.

d) A complete review and appropriate revisions of all graduate and undergraduate programs by January 1, 1985:
-Vice Chancellor for Academic Affairs in consultation with the deans establishes a time table and criteria for in-depth study of all graduate and undergraduate programs. Year: 1981.
-Departments engage in in-depth study of market for the next two decades and recommend program changes to the college councils. Years: 1982-83.
-Respective college councils, Teacher Education Council, and Graduate Council approve recommendations of the departments. Year: 1983.
-AP&P approves recommendations of appropriate councils. Year: 1984.
-Vice Chancellor for Academic Affairs approves recommendations of AP&P. Year: 1985.

3. Years of Achievement: 1982-1985

Evidence of Achievement: There will be: a) a clear statement of policy and procedure for all field-based programs by January 1, 1982; b) a master plan for the utilization of alternative delivery systems of instruction (i.e., interactive television, video cassettes, satellite campuses) by January 1, 1983; c) clearly established programs for all clients with "special needs" by January 1, 1984; and d) a complete review and appropriate revisions of all graduate/undergraduate programs by January 1, 1985.

Institutional Sector: FINANCIAL RESOURCES

Financial Resources I: The university will institute a program of continuous reexamination of financial priorities.

1. The Present:

-Representatives of the Institutional Studies and Planning Committee, the Budget Advisory Committee, and the Budget Committee of the Faculty Senate are requested to consider and make recommendations concerning the financial priorities which ought to be observed by the university as it prepares its budget request.

2. The Intervening Years:

-Representatives of the Institutional Studies and Planning Committee, the Budget Advisory Committee, and the Faculty Senate Budget Committee outline the criteria to be applied and the procedure to be followed by each of the budgetary units of the university as it presents its case for continued or additional resources. Year: 1982.
-The Chancellor receives the recommendations concerning the setting and observing of financial priorities and presents them to the Administrative Cabinet for discussion.
-After consideration by the Administrative Cabinet, the recommendations of the representatives of these committees concerning criteria to be applied in making budget requests are accepted and are incorporated into instructions to be followed by each unit of the university in formulating its budget request.

3. Year of Achievement: 1982

Evidence of Achievement: The Administrative Cabinet routinely takes into consideration the recommendations formulated by representatives of the Institutional Studies and Planning Committee, the Budget Advisory Committee, and the Budget Committee of the Faculty Senate concerning financial priorities as it prepares the university's budget request.

Financial Resources II: The university will pursue rigorously a program of conservation of resources in order to offset the dwindling supplies of new money.

1. The Present:

The Chancellor instructs each vice chancellor to implement programs which will result in the conservation of resources in his area of responsibility.

2. The Intervening Years:

-The Vice Chancellor for Academic Affairs takes the following measures:
  -the space utilization report is carefully examined and steps are taken to eliminate the waste of energy and under-utilization of existing spaces;

- the Registration and Calendar Committee is asked to take into account ways to minimize fuel consumption during the winter by careful design of the academic calendar;
- department chairpersons are asked to share with their faculty information regarding budget requests, allocations, and departmental expenditures and to seek input where appropriate.

- The Vice Chancellor for Business Affairs takes the following measures:
  - plans for new construction give attention to flexibility in design of spaces to curtail the proliferation of special use spaces wherever possible;
  - plans for new construction and renovations include provision for the most energy efficient heating and lighting systems;
  - administrative offices are instructed in the use of a "management by objectives" approach to the performance of their duties;
  - accountability and cost-effectiveness criteria are developed by Audits and Systems and are applied to all administrative units;
  - the Purchasing Department is instructed to make recommendations to the Vice Chancellor concerning specific categories of supplies and equipment which might be purchased more economically from non-state contractors. The Vice Chancellor determines whether such purchases can be made within state purchasing regulations and, if not, makes efforts to have the regulations modified where feasible.

3. Year of Achievement: 1982 and ongoing

Evidence of Achievement:
- efficient use of existing learning spaces and facilities;
- rearrangement of the academic calendar;
- more interaction between administration and faculty with respect to budget matters;
- new and renovated buildings conform to latest energy conservation building codes with alternative fuels being used where possible as their source of energy;
- increased efficiency and accountability in all administrative offices with regard to budgetary matters;
- increased cost effectiveness in purchasing of supplies and equipment.

Financial Resources III: The university will pursue a policy of reallocating resources rather than expecting funding for all new projects.

1. The Present:

- The Administrative Cabinet accepts the recommendation of this objective and plans two approaches for its achievement: a process of academic program review and a systematic study of resource allocation.

2. The Intervening Years:

Program Review:
- The Vice Chancellor for Academic Affairs directs all academic departments to undertake an evaluation of programs and curricula in terms of such characteristics as value, need, cost, and demand (enrollment). In addition, each department is to indicate whether any new program or program

track is needed presently or in the near future. Year: 1982.

-The departmental evaluations of existing programs are channeled to the appropriate college council, which makes recommendations to the dean concerning discontinuance of existing programs and/or establishment of new programs. Year: 1983.

-Proposals for program changes are submitted to the Coordinator of Long-Range Planning for inclusion in the "Inventory of Suggested Academic Program Changes" and are then reviewed by the Council of Deans. Year: 1983-84.

-The Council of Deans recommends program changes to the Vice Chancellor for Academic Affairs. After reviewing the recommendations, the Vice Chancellor invites the departments to follow the existing procedure within ASU for those program changes which he thinks are advisable. Year: 1983-84.

-Those program changes receiving the necessary approvals on campus and requiring action by the UNC Board of Governors are then directed to the President of The University of North Carolina. Year: 1984.

-The UNC Board of Governors approves budget changes resulting from program changes requested by the Chancellor. This money is reallocated from declining programs which are deleted to growing and new programs.

Resource Reallocation:

-The Chancellor appoints an Operations Research Committee, with members from a number of areas, such as: Academic Affairs, Business Affairs, Computer and Management Services, College of Business, Department of Mathematical Sciences, Learning and Human Development, and the liberal arts to examine the resources and objectives of the university and to propose alternative ways of allocating resources better to achieve the objective. Year: 1982.

-The Operations Research Committee reports to the Chancellor, who discusses the recommendations with the Administrative Cabinet. Year: 1983.

-The Administrative Cabinet accepts and begins to act upon many of the recommendations of the Operations Research Committee. Year: 1983.

3. Year of Achievement: 1983 and ongoing

Evidence of Achievement: Owing to reallocation of funds and resources, ASU has been able to stay within budget guidelines, has been able to meet the increasing fuel budget, and has been able to switch monies from declining programs to growing and needed programs.

Financial Resources IV: The university will plan to seek funds for "investment" (or multiplier) purposes, wherein a definite "payback" would be achieved.

1. The Present:

-The Vice Chancellor for Development, the Director of Grants Planning, the Director of the Energy Conservation and Development Office, and others work together to plan appropriate strategies for attaining this objective.

2. The Intervening Years:

- -The Development, Grants Planning, and Energy Conservation Offices develop a set of projects that could be of direct benefit to business and industry. The funding is sought from government, business, foundations, etc. to permit ASU to carry out these projects. Year: 1982.
- -The Vice Chancellor for Development requests additional resources and staff to intensify fund-raising activities. Year: 1982.
- -Funds are made available for released time and travel expenses for one faculty member from each college to participate in fund-raising activities that will benefit his/her college specifically. Year: 1982.

3. Year of Achievement: 1983

Evidence of Achievement:

- -The university succeeds in channeling grant, endowment, and state funds into energy and land use research which, in addition to benefitting society, helps to cut the university's energy costs.
- -More resources and staff are made available to the Development Office.
- -The dean of each college appoints a faculty member to represent the college in fund-raising activities.
- -The Development Office coordinates the efforts of the colleges and generally promotes ASU through personal contacts, print and other media.

Financial Resources V: The university will strive to assure an adequate level of funding by maintaining a high level of student enrollment while encouraging more diversity and excellence within the student body.

1. The Present:

- -The Admissions Committee and the Admissions Office are made aware of this objective and make plans to pursue it aggressively.

2. The Intervening Years:

- -Additional resources and staff are allocated to the Admissions Office.
- -The Development Office raises more funds for scholarships for talented students. Special efforts are made to attract talented out-of-state and international students through the scholarship program.
- -Summer and weekend programs for gifted and talented elementary and high school students and their teachers are expanded.
- -Writing, mathematics, language, speech, drama, etc., contests for high school students are held with ASU scholarships as awards.
- -The administration works to reduce the price differential between in-state and out-of-state tuition and attempts to persuade the UNC-GA to seek a funding formula which takes headcount enrollment into consideration.
- -The International Studies Office and the Center for Instructional Development promote overseas exchange programs for students and faculty.
- -More effort is made (e.g., better advising and counseling) to retain currently enrolled students.

3. Year of Achievement: 1984

Evidence of Achievement:
-Total enrollment does not drop and slow, controlled growth continues.
-The maximum number of out-of-state students allowed by law is enrolled.
-The number of international students is increasing.
-The rank in high school class, SAT scores, and predicted GPA for incoming students are rising yearly.

Financial Resources VI: While keeping student fees as low as possible, the university will pursue a policy of shifting gradually a larger proportion of the financial burden of a college education to the person who will benefit directly therefrom -- the student.

1. The Present:

-The Chancellor appoints an ad hoc committee to study and make recommendations concerning the feasibility of establishing special fees for instruction where costs are excessive and of gradually raising in-state tuition.

2. The Intervening Years:

-The ad hoc committee on student fees completes its report and recommendations on student fees. Year: 1982-83.
-The Chancellor, with the advice and consent of the Board of Trustees, accepts the recommendations of the ad hoc committee on student fees and secures the necessary approvals from the UNC-GA and Board of Governors. Year: 1983.

3. Year of Achievement: 1984

Evidence of Achievement: Special fees are now charged for instruction in certain disciplines where costs are judged to be significantly higher than the average cost of instruction at the university. The first in a series of gradual increases in in-state tuition is initiated.

Institutional Sector: FACULTY

Faculty I(A): Appalachian State University will make every effort to continue to maintain a quality faculty with varied talents and backgrounds.

1. The Present:

   -Based on a recommendation from the Academic Policies and Procedures Committee, the Vice Chancellor for Academic Affairs requires each college to do a major curriculum study. A four-year schedule is established and specific objectives (topics) are given to each college and department.

2. The Intervening Years:

   -Academic Affairs requires each college to analyze and coordinate course offerings. Additions are carefully reviewed by the Academic Policies and Procedures Committee and course eliminations or combinations with other departments are accomplished.

   -Curriculum and program changes and projections are reflected in faculty position allocations. Faculty salaries and position allocations are monitored by Academic Affairs, but college deans are also permitted to make personnel assignment adjustments within their respective colleges.

   -Funds and workshops for needed retraining are provided through the Center for Instructional Development. Needed materials are developed through the center, as is assistance in the modification and redesign of courses.

3. Year of Achievement: 1985

   Evidence of Achievement: As a result of careful curriculum reviews in every department, unnecessary courses have been deleted from the catalog. This allows each department to offer certain courses on a more or less regular basis utilizing the special expertise and interests of every faculty member. Through the Center for Instructional Development and its Faculty Development Fund, faculty members can attend a variety of training events in the areas of research, leadership, and training. Interdisciplinary teaching is encouraged and procedures for faculty work loads have been developed to allow expanded use of team teaching techniques. Watauga College and the General College still continue to be more interdisciplinary than other units, but curriculum studies continue and avenues to consolidate basic courses in several fields are available. Departmental lines are less pronounced and many faculty members cross over department lines to teach courses related to their area of expertise.

For other strategies which will result in the maintenance of a quality faculty see the Stage Ten reports for Faculty I(B), I(D), III(A), IV(A), IV(B), and Organization and Administration VI. Objectives aimed at improving the library and encouraging research will also have this effect.

Faculty I(B): ASU will make every effort to encourage meaningful and necessary research and publication efforts by faculty.

1. The Present:

   -The Chancellor presents Faculty I(B) to the Administrative Cabinet, which considers and adopts the objective to encourage research and publication.

2. The Intervening Years:

   -After the Chancellor directs the Vice Chancellor for Academic Affairs to make plans to implement the objective, a study is made by the Faculty Senate and appropriate college-level committees to determine ways to best achieve the goal. Year: 1982.
   -The Chancellor allocates the necessary funds for support services and special merit for research; the Vice Chancellor for Academic Affairs, through the deans of the degree-granting colleges and the Dean of the Graduate School, secures realistic goals from each department for research and provides adequate financial support. Year: 1983.
   -Each department includes in its goals a research and publication component which is appropriate for the mission of the department, and individual faculty members are given research assignments with a reduced teaching load to achieve the stated goals. Superior achievements in research are rewarded by certificates for outstanding accomplishments and/or special merit salary increases. A service unit provides expert secretarial and technical assistance in the preparation and revision of manuscripts. Year: 1983 and succeeding years.

3. Year of Achievement: 1983 and succeeding years.

   Evidence of Achievement: An effective system for encouraging research and publication is in operation; this system provides research assignments for faculty, necessary support services, and a method to assess the quality of research productivity as a component of faculty evaluation. This system, which places an appropriate value upon teaching, research, and service, is on a university-wide basis.

Faculty I(C): ASU will continue to encourage faculty to make important contributions to the community and region.

1. The Present:

   -ASU faculty are encouraged, publicly and privately, by the Chancellor and the administration to participate and exert leadership in projects for local improvements.
   -Adequate travel funds are made available to support involvement in these activities in addition to those presently available at the departmental level.
   -ASU faculty are given clerical assistance and some support for involvement with agencies and projects for social improvement.

2. The Intervening Years:

- -ASU accepts the concept of compensatory time and grants off-campus scholarly leave for faculty engaged in community and regional social improvement projects.
- -ASU provides office facilities, physical support, and encouragement for faculty and community agencies generating and administering projects for social improvements.
- -ASU faculty are given financial recognition for local involvement through the granting of merit pay bonuses, salary increases, and special stipends.
- -Departmental personnel committees recognize involvement in projects for social improvement as a significant factor in consideration for promotion and tenure.
- -A number of special citations are awarded to faculty members, local officials, and agencies in recognition of their efforts to promote social betterment.

3. Year of Achievement: 1984 and ongoing.

Evidence of Achievement: By 1984 ASU has committed enough of its resources to the "people within its sphere of influence" and induced enough of its faculty to make significant contributions to the community and region to emerge as an important force for social improvement. ASU faculty are serving in decision-making positions in community and regional agencies committing ASU to joint sponsorship of projects for the social, cultural, and humanitarian improvement of the community and region with broad-based local support and participation.

Faculty I(D): ASU will make every effort to see that faculty are on the cutting edge of their disciplines as well as broadly knowledgeable about concerns of society and their solutions.

1. The Present:

- -The Office of Academic Affairs requests through the Dean of Learning Resources a comprehensive plan for improving the services of the Center for Instructional Development. This would include proposed funding for expanded faculty renewal/development and proposals related to faculty travel, sabbaticals, research, etc.
- -The Office of Academic Affairs directs the Department of Health, Physical Education and Recreation to work in conjunction with the Faculty Senate Committee on Welfare and Morale in developing a long-range plan for providing programming and physical facilities that would enhance the personal fitness and health of the faculty.
- -The Director of Personnel Services undertakes a review of the effectiveness of the present Employee Assistance Program with an eye to expanding the services offered in this area.

2. The Intervening Years:

- -The Office of Academic Affairs works through the UNC-GA to implement proposals from the CID to enhance faculty renewal and/or development.

-The joint HPER/Faculty Senate Welfare and Morale Committee investigates facilities and programs available at other institutions for faculty physical well-being. A model program, including needed activities and facilities, is developed for ASU. Year: 1983.
-A full-time position is funded for a counselor for the Employee Assistance Program. Year: 1982.

3. Year of Achievement: 1990 and ongoing

Evidence of Achievement: The Center for Instructional Development has a larger budget and staff; a full-time counselor has been employed to head up a comprehensive Employee Assistance Program; a person is employed part-time to coordinate faculty/staff co-recreational activities and a fund-raising proposal for faculty physical education facilities has been accepted.

Faculty II(A.1): Appalachian State University will make contingency plans for appropriate faculty responsiveness to changes in population over the next decade. Projected decrease in the number of young people and increase in the number of older people make likely a shift in student constituency, necessitating faculty and program adaptability.

1. The Present:

-Present programs at Appalachian State are based upon needs of traditionally aged undergraduates, 18-22 years of age, who are resident students. Some graduate programs and undergraduate clusters have given the university opportunities to experiment with off-campus programming and more mature clienteles.

2. The Intervening Years:

-Led by experienced Elderhostel faculty and a pair of nationally-recognized specialists in adult education, a series of CID-sponsored workshops are offered to assist ASU faculty members in teaching strategies and structural modifications that could help them with the anticipated changing student population. At the same time, off-campus programs are expanded as the need for them is demonstrated. While these courses no longer qualify for overload assignments, since everyone who is physically able may be assigned at least one off-campus assignment, the average teaching load is changed to allow more time for professional research and to compensate for time and effort involved in commuting to extension teaching sites. Year: 1983-85.
-Dormitory modifications and health services are approved as more mature students enroll and necessary construction is planned. Plans are made for an additional doctor for the infirmary as the need develops. Year: 1986.
-The UNC system finally joins the academic common market, and the President of The University, acting upon a new policy created by the Board of Governors, announces that all member institutions will reassess the policies related to residency requirements with a view to wider acceptance of work taken elsewhere, particularly within the system itself, toward completion of degree requirements. Year: 1987.

-The General Assembly recognizes the importance of lifelong learning and entitles the state university system member colleges to receive formulated FTE equivalencies for non-credit, non-degree course work taken by adult learners, many of them on a part-time basis. Year: 1988.

3. Year of Achievement: 1990

Evidence of Achievement: 1990 will see establishment of intergenerational programs effectively implemented both on and off the campus. This is evident just by looking at the student population in classrooms, where there are now as many mature students between 30 and 55 years of age as there are students between 18 and 29. Another indicator is in the course schedule, which incorporates some new modular approaches and indicates more non-credit options for lifelong learners.

Faculty II(A.2): In view of the growing propensity for litigation, ASU will provide procedures and safeguards for the protection of the faculty.

1. The Present:

-The Faculty Senate Committee on Welfare and Morale (Fringe Benefits Committee) recommends to Faculty Senate (1) that the present liability insurance for faculty and employees be enlarged to cover areas of liability not now covered, and (2) the establishment of a committee of legal staff to conduct programs advising faculty and employees in the areas of misfeasance, malfeasance, and nonfeasance from which litigation might arise. March: 1981.

2. The Intervening Years:

-Faculty Senate approves both recommendations of the Committee on Welfare and Morale. April: 1981.
-Administrative Cabinet recommends to Chancellor Thomas that liability coverage for faculty and employees of ASU and the greater university be enlarged and that a committee of legal staff be established to conduct educational programs with respect to liability issues. Chancellor Thomas approves the recommendations. May: 1981.
-A committee to advise faculty and employees concerning areas of possible liability is established. It holds its first program for all faculty and employees during the first week of fall semester and announces its plans to hold future meetings at the beginning of each semester or as needed. June-Sept.: 1981.
-Faculty Assembly undertakes review of proposal that UNC increase liability insurance coverage for UNC faculty and employees and recommends its approval. Sept.-Dec.: 1981.
-President Friday approves the initiation of negotiations between UNC legal staff, insurance company representatives, and the N.C. Commissioner of Insurance looking toward enlarging the provisions of the present liability policy for UNC faculty and employees. Tentative agreement is reached. Feb.-May: 1982.
-UNC legal staff consults with and advises President Friday of tentative agreement concerning increase in areas of liability insurance. May: 1982.
-The Board of Governors, upon President Friday's recommendation, approves the purchase of liability insurance over and above the provisions of the

present policy and final contract negotiations commence. July: 1982.

3. Year of Achievement: 1982

In order to accomplish the overall objective, it will be necessary to achieve two specific objectives, namely, to increase the coverage of liability insurance now furnished ASU(UNC) employees beyond that now offered (i.e., to cover certain areas of exception set forth in the present liability insurance policy), and to establish programs on campus conducted by legal staff for the purpose of counseling faculty and employees concerning areas of conduct from which litigation might ensue.

Evidence of Achievement: President Friday announces, via memorandum to all chancellors, that effective September 1, 1982, all employees of The University of North Carolina are insured under the provision of a policy of personal liability insurance for payment of any judgment rendered against them for wrongful conduct undertaken within the course and scope of their employment, with each constituent institution to pay its prorated share of the annual premium. September 1, 1982.

Faculty II(B.1): ASU will hold on to its special heritage of knowledge while responding to society's concerns. Since the faculty are the primary interpreters and purveyors of this heritage, their views should be strongly considered in the setting of goals and policies.

1. The Present:

-All levels of the university (from the departmental level to chancellor) continue to emphasize the value of a liberal education.

2. The Intervening Years:

-The Faculty Senate is careful to recommend persons from diverse disciplines to serve on the Academic Policies and Procedures Committee. Each college is also careful in nominating and selecting persons from different departments to serve on the Faculty Senate. The departments use extreme care and strive to hire the best persons available for each position. Extreme care is taken to be sure that neither one region of the country nor one school furnish too many faculty for any one department.

3. Year of Achievement: Continuous

Faculty members continue to uphold ASU's commitment to providing a liberal education for all of its students. This will be evident with the continued selection of faculty with diverse educations from differing regions of the nation. Continued work of personnel committees on the departmental level and a strong, active Faculty Senate will help ensure that faculty and administration will continue to support the General College and remain watchful that no college or department can control its own General College requirements. The faculty will continue to have a voice in curriculum with a strong representation on the Academic Policies and Procedures Committee. The departments will continue to encourage faculty interaction with students through seminars, clubs, and various social functions.

Faculty II(B.2): ASU will strive to build a basis for mutual respect and understanding in order to prevent any severe confrontation between the university and society as a whole.

1. The Present:

   - ASU expands the Artist and Lecture Series and similar programs and encourages greater faculty and community involvement.
   - There is broadened involvement by ASU personnel in regional and national organizations which promote intellectual, aesthetic, and physical activities of benefit to society as a whole.
   - ASU faculty members are encouraged to charter local chapters of national organizations on campus.

2. The Intervening Years:

   - The state of North Carolina adopts a comprehensive medical plan which includes adequate coverage for "catastrophic illness" and for medication.
   - A comprehensive plan for dental and orthodontal care is adopted by the UNC system.
   - A change in the degree of financial support received by ASU from the state of North Carolina enables ASU to move, in a ranking of educational institutions receiving state funds, from our current position (among the lowest five in most funding categories) to a position in the top eight schools receiving funds for salaries, supplies, library purchases, etc.
   - Adequate library funds for print media are secured to satisfy the faculty that library holdings are being maintained at a reasonable level, which allows them an opportunity to maintain currency in their speciality and undertake some research.
   - After careful evaluation and consultation with the Faculty Senate, a ratio is set which limits the number of administrators who can be supported by funds provided for faculty salaries.
   - After careful evaluation of secretarial assistance needed, a redistribution of secretarial assistance is enacted which makes more secretarial assistance available at the departmental level by utilizing a "secretarial pool" for agencies located in the Administration Building and in the Student Union Building.
   - Service awards are granted to ASU faculty and community leaders for their activities to promote social, cultural, aesthetic, and intellectual improvements in our community and nation.

3. Year of Achievement: 1986 and ongoing

   Evidence of Achievement: Overwhelming rejection of efforts for unionization by a faculty increasing in quality and satisfied with its financial rewards, its fringe benefits, and the atmosphere of collegiality on campus which fosters academic freedom and involvement in organizations working for societal improvements.

Faculty II(B.3): ASU will encourage and preserve in the faculty those ethical values necessary to the protection of individual rights and the fostering of individual responsibility.

1. The Present:

   -The Faculty Senate Committee on Professional Ethics already exists and is prepared to fulfill its charge to consider and make recommendations to the senate with regard to "real or supposed problems centering around the university's 'Statement on Professional Ethics.'"

2. The Intervening Years:

   -See Stage Ten reports for Purpose I and II and Educational Program I for the steps to be taken to revise the statement of purpose, review it periodically, apply it to new programs and initiatives, and to emphasize values and ethics in instructional programs.

3. Year of Achievement: 1982

   Evidence of Achievement: The ASU statement of purpose reflects an awareness of the values and ethical implications of a liberal education; it is reviewed periodically (see Purpose I), and new programs and initiatives are evaluated for compatibility with this statement (see Purpose II). Instructional programs throughout the university exist which provide for continuous engagement among faculty and students in critical exploration of values and ethics (see Educational Program I). The Faculty Senate Committee on Professional Ethics is prepared to deal with any problems or needs in the area of professional ethics.

Faculty III(A): The university will sharpen the process to measure and evaluate the effectiveness of the faculty in an effort to keep the faculty professionally alive.

1. The Present:

   -A careful study is made of all forms of faculty evaluation for promotion, tenure, merit pay, awards, and classroom performance. Out of this study comes a recommendation for the development of a uniform system of evaluation.

   -There are already several programs in existence to encourage faculty research, development, and creative activity:

     -With the advice of the University Research Committee, the Vice Chancellor for Academic Affairs has already instituted grants to allow the colleges to grant released time for faculty research during the semester.

     -There is money available for faculty development through the CID and for curriculum development.

     -There is money available for faculty research and for summer research grants.

     -The off-campus scholarly assignment is possible with the support of the departmental faculty, as well as scholar exchange programs.

     -Practitioners-in-residence and resource people also provide a form of faculty development.

2. The Intervening Years:

- A uniform system of evaluation of all faculty in all colleges is established:
  - Forms for student evaluation of classroom activity are standardized and the results summarized.
  - All faculty have an annual interview with their chairperson in which matters related to evaluation are discussed. A written record of this interview is maintained in the departmental office with copies to the dean and Vice Chancellor for Academic Affairs.
  - All personnel decisions are made after careful consideration of the individual personnel file, which includes the above items.
- There is also greater encouragement of faculty to engage in research and/or creative activity and to participate in curriculum and faculty development programs. There is a higher visibility for these programs and opportunities. The Vice Chancellor for Academic Affairs continues to provide more money for these programs.

3. Year of Achievement: 1985

Evidence of Achievement:

- A well-defined process for periodic faculty evaluation is established.
- There are increased resources and encouragement for faculty development and research.
- As a result, faculty achievement is high. Although there is a high rate of tenure, the general quality of the faculty is higher. Established programs give faculty an opportunity to move off of the ASU campus to participate in different experiences.
- There is a handbook available to all faculty describing the various grants available and information about when and where to apply.

Faculty III(B): The university will avoid potential full-time/part-time conflicts.

1. The Present:

- Hiring of full-time rather than part-time faculty continues. Individual departments will play the role of watchdog in specific cases.

2. The Intervening Years:

This period is one of continued support by the administration to continue filling positions with highly qualified faculty. All efforts possible are exerted on the legislature (through the UNC-GA, ASU, and individuals) to maintain adequate salary increases as well as the addition of fringe benefits. These efforts will have the effect of helping to keep morale high. This has the additional benefit of increasing productivity of the individual faculty member.

3. Year of Achievement: Continuous

Evidence of Achievement: The higher percentage of full-time faculty is maintained. The university has continued to search out and hire the best faculty possible with the resources available. This is done with support from all levels of the administration not to fill vacancies with part-time personnel unless it can be soundly justified. Accomplishment of full-time employment also requires a dedication to keep salaries and benefits as high as possible in a time of high inflation and slow economic growth.

Faculty IV(A): In view of a declining real wage for most sections of the population, including faculty members, the university will strive to hold faculty loss in real income to an amount no more than the national average and will strive to increase "indirect" means of compensation.

1. The Present:

-According to President Friday, the 1980-81 salary increase "will insure a substantial improvement in the competitive standing of all of our institutions, and will enable the chancellors to a greater extent than in many years to provide not only needed cost-of-living increases to all faculty and academic staff but also to give additional significant increase for merit in teaching, research, and service." (The UNC Board of Governors Newsletter, Vol. 4, No. 1, July, 1980).

-The group of six colleges of which ASU is a part is ranked fourth under Chapel Hill, Greensboro, and N.C. State in the amount of state appropriations for each teaching position. There is a difference of $4,000 between Chapel Hill and ASU. This difference looks worse than it is when other funds (e.g., grants and endowments) are added to the base salary at research institutions.

-However, many ASU faculty make more total compensation than is reflected in the nine-month wage through summer school, development money, May-June contract extensions, and other grants. ASU seeks to maintain a reasonable balance between salaries and extras. Research grants, development money, and contract extensions are funded from unexpended faculty salary money instead of dividing it evenly into faculty salaries. Some schools use a number of part-time people in order to save money and inflate academic salaries.

2. The Intervening Years:

-There is an ongoing study of fringe benefits and attempts to increase financial support for them. Some of these benefits include free Blue Cross and Blue Shield for family members, dental care, and legal services. The faculty institutes requests through the Faculty Assembly to the legislature to change state law prohibiting sabbaticals and tuition-free education for the dependents of university faculty and staff. There is an ongoing study to explore ways to increase indirect benefits such as recreational opportunities, cultural events, and day-care facilities.

-The present study of fringe benefits for part-time employees is continued and efforts are made on their behalf.

3. Year of Achievement: Ongoing

Faculty IV(B): The university will strive to acquire and maintain the best possible faculty in an era when resources are diminishing. In order to do this, the university will make every effort to expend as much of its budget as is possible on upgrading faculty salaries.

1. The Present:

   -The Office of Academic Affairs reviews the list of administrators currently being paid under faculty slots and develops a comprehensive plan to find alternative budgeting for those positions.
   -The Development Office, working in conjunction with the Office of Academic Affairs, is charged with initiating guidelines and procedures for the establishment of endowed chairs.

2. The Intervening Years:

   -One outcome of the federal case against the UNC system is an agreement to end differential funding of the various institutions within the system. Year: 1985.
   -The Office of Academic Affairs reduces by half the current number of administrators being paid under faculty slots. Year: 1985.
   -The Development Office makes a commitment to fund seven chairs through the endowment of the Evergreen Campaign. Year: 1985.

3. Year of Achievement: 1990

   Evidence of Achievement: The ASU faculty are now paid on a par with all the other institutions within the UNC system. No administrators are now being paid under faculty slots. The Evergreen fund-raising campaign has resulted in the establishment of seven endowed chairs throughout the university.

Faculty V(A): ASU will strengthen and nurture the Faculty Assembly of The University of North Carolina as an effective means of providing meaningful and substantive faculty input to the President and his administration, to the Board of Governors, and to the State Legislature.

1. The Present:

   -Faculty member A recommends to the Chairperson of the Faculty Assembly that the first sentence of Article II, par. 1, of the Charter of the Faculty Assembly be amended to read: "Representation in the Assembly shall be apportioned among the constituent institutions of The University of North Carolina with regard to the number of colleges within the individual constituent instituion, or, where the former allocation is inapplicable, with regard to the number of full-time equivalent faculty positions allocated to each institution, and, in any case, to no less than two." (New portions underlined.) Faculty member A also recommends that an amendment to the charter to this effect be introduced at the next Faculty Assembly meeting.

2. The Intervening Years:

- At the next Faculty Assembly meeting, the Chairperson of the ASU delegation introduces the proposed amendment to the Faculty Assembly Charter. Said amendment is approved by a majority of the authorized membership of the assembly and authorized to be transmitted to the participating institutions for ratification by the faculty of each institution. Year: 1981.
- ASU Faculty Senate authorizes new regulations governing the voting for Faculty Assembly delegates, including a new regulation that each delegate must come from a different college except for the present delegation to whom the new regulations shall not apply until the expiration of their present terms. Year: 1981.
- ASU Faculty Senate approves and initiates a yearly survey of the faculty to measure the degree of satisfaction with faculty contributions to the Faculty Assembly. The survey includes, among other things, requests that the faculty make suggestions and recommendations to the Faculty Assembly delegation and/or to their appropriate faculty senator or the Faculty Senate as a whole in order that said suggestions or recommendations might be evaluated, argued, motions made and approved or rejected, and passed on to the Faculty Assembly delegation. Year: December, 1981.
- Faculty Assembly Secretary issues copies of proposed amendment to the charter to participating institutions. Year: 1981-82.
- Faculty survey results reveal surprising lack of knowledge of the activities of the Faculty Assembly and a correspondingly large number of submissions of suggestions and recommendations. Year: 1981-82.
- Constituent institutions of UNC ratify proposed amendment and Faculty Assembly Charter is amended accordingly. Year: 1981-82.
- In accordance with amended charter and new voting regulations prescribed by the Faculty Senate, the senate calls for election of three new delegates to the Faculty Assembly from three different colleges. Year: 1981-82.

3. Year of Achievement: 1982

Evidence of Achievement: The addition of three new Faculty Assembly delegates from ASU increases the voice of ASU at the Faculty Assembly and serves to strengthen and nurture the Faculty Assembly, particularly in light of (1) the numerous and valuable suggestions and recommendations now emanating from the general faculty and (2) the corresponding current reports to the general faculty from the Faculty Assembly delegation.

Faculty V(B): ASU will continue and encourage the development of the Faculty Senate as an effective voice in the governance of ASU.

1. The Present:

   -The Senate Committee on Welfare and Morale agrees to develop a training program for new senators.

2. The Intervening Years:

   -The training program for new senators organizes. Spring: 1981.
   -The training program for senators is given a trial run. Fall: 1981.
   -The program for training new senators is refined. Spring: 1982.
   -University committees and councils request that a faculty senator sit with them in order to provide a liaison between them and the Faculty Senate.
   -It has become customary for the administration to consult regularly with the Chairperson of the Faculty Senate and the chairpersons of Faculty Senate committees. Communications are enhanced by the presence of faculty senators at university committee and council meetings.

3. Year of Achievement: 1982

   Evidence of Achievement: The Senate Committee on Welfare and Morale has instituted a training program for new senators. Faculty senators are active as liaison persons on university councils and committees.

Faculty V(C): The Faculty Senate will revise and refine the structure of university committees.

1. The Present:

   -The Senate Committee on Committees is reviewing (1980-81) two university committees: Academic Policies and Procedures, and Traffic Management and Safety.

2. The Intervening Years:

   -The Senate Committee on Committees charged with an annual review and possible revision of university committees continues its streamlining of the university committee structure at periodic intervals.

3. Year of Achievement: 1982

   Evidence of Achievement: University committees are functioning efficiently and effectively because committee goals, responsibilities, and procedures are clearly articulated and understood.

Faculty V(D): There will be more interaction between the various university councils and the Faculty Senate and faculty in general.

1. The Present:

   -The Faculty Senate adopts a motion to be addressed to the Chancellor recommending the achievement of this objective.

2. The Intervening Years:

   -The Chancellor and Administrative Cabinet accept the senate motion. 1981-82.
   -The Faculty Senate, with the approval of the Chancellor and the Administrative Cabinet, determines that one of the senate's members will be appointed to each university council and instructs its Committee on Committees to select senators for service on the various university councils. Year: 1982.

3. Year of Achievement: 1982

   Evidence of Achievement: By the fall of 1982, a faculty senator serves on each council as a liaison between the Faculty Senate and the respective council.

Faculty V(E): ASU will establish an elected committee of the faculty to advise the Chancellor concerning retrenchment issues.

1. The Present:

   -A Faculty Senate committee headed by Nancy Neale submitted to the Chancellor in the fall of 1980 a series of recommendations for the establishment of a Resource Utilization Policy Advisory Committee (RUPAC).

2. No Intervening Years

3. Year of Achievement: 1981

   Evidence of Achievement: The Chancellor requests that the Faculty Senate establish a mechanism for continuation of a committee on retrenchment (RUPAC) composed of a respresentative group from all colleges, including tenured and non-tenured faculty.

Note: While establishment of the committee appears to almost be a fait accompli, the implications of retrenchment policies for the 1980s will require a considerable amount of policy change and will hinge upon some external factors beyond the control of the ASU administration. The scenarios prepared for Stage Nine deal with the best and the worst possibilities. It appears almost a certainty that on-campus full-time enrollments are subject to attrition in the next five years. Therefore, the concerns of the committee referenced above may well be with program changes and retraining of faculty. There are also many legal issues implicit in the potential reductions when tenured faculty may have to be released.

Institutional Sector: LIBRARY

Library I: Library holdings will increase to keep pace with increased demands for additional resources and to meet ACRL standards; a minimum of 80 volumes per student (FTE) should be reached by 1990.

1. The Present:

   -The library administration includes in the 1983-85 budget proposal a change request for catch-up money sufficient to increase the number of volumes from 48 to 56 volumes per student (FTE). The change request is approved by the Vice Chancellor for Academic Affairs, the Chancellor and Administrative Cabinet, the Board of Governors of The University of North Carolina, the Governor and Advisory Budget Commission, and the North Carolina General Assembly.

2. The Intervening Years:

   -A library change budget request sufficient to increase the number of volumes from 56 to 64 volumes per student (FTE) is approved by the North Carolina General Assembly for the biennium 1985-87 after going through the usual budget process. Year: 1984-85.
   -A library change budget request sufficient to increase the number of volumes from 64 to 72 volumes per student (FTE) is approved by the North Carolina General Assembly for the biennium 1987-89 after going through the usual budgetary process. Year: 1986-87.
   -A library change budget request sufficient to increase the number of volumes from 72 to 80 volumes per student (FTE) is approved by the North Carolina General Assembly for the biennium 1989-91 after going through the usual budgetary process. Year: 1988-89.

3. Year of Achievement: 1990

   Evidence of Achievement: ASU has increased its library holdings to 80 volumes per student (FTE) to meet the ACRL standards.

Library II: To ensure adequate funding for the purchase of library materials by increasing the yearly budget to reflect the annual inflation rate, by providing additional funding to support new programs approved during the preceding year, by seeking alternative means of funding to supplement traditional funding, and by establishing a separate budget item for audio-visual/media materials.

A. Increasing the yearly budget to reflect the annual inflation rate:

1. The Present:

   -The library administration requests both the Chancellor and the Faculty Senate to recommend to the Board of Governors acceptance of the principle that, in order to maintain continuity of collection development, an inflation factor be a permanent part of the budgetary formula for establishing library materials budgets.

2. The Intervening Years:

- -The Faculty Senate approves and transmits to the Faculty Assembly of The University of North Carolina a recommendation that the Board of Governors accept the principle that an inflation factor be a permanent part of the budgetary formula for establishing library materials budgets. Year: 1982.
- -The Chancellor recommends to the Board of Governors that an inflation factor be a permanent part of the budgetary formula for establishing library materials budgets. Year: 1982.
- -The Faculty Assembly of The University of North Carolina recommends to the Board of Governors that an inflation factor be a permanent part of the budgetary formula for library budgets. Year: 1982.
- -The Board of Governors recommends to the General Assembly that an inflation factor be a permanent part of the budgetary formula for establishing library materials budgets. Year: 1982.
- -The General Assembly approves the recommendation and directs the Governor to include in the continuation budgets for all units of the university system fund requests sufficient to offset annual increases in the cost of library materials. Year: 1983.

3. Year of Achievement: 1983 and ongoing.

Evidence of Achievement: An inflation factor is a permanent part of the budgetary formula for establishing the library materials budget.

B. Providing additional funding to support new programs:

1. The Present:

- -The library administration recommends to the Academic Policies and Procedures Committee that every new program request include an estimate of additional funds needed for library materials and that no new programs be established unless adequate library funds can be provided for purchase of necessary library materials.

2. The Intervening Years:

- -The AP&P Committee considers and approves the proposal submitted by the library administration. Year: 1982.
- -The Chancellor approves a recommendation from the Vice Chancellor for Academic Affairs that every new program request include an estimate of additional funds needed for library materials and that no new programs be established unless adequate library funds can be provided for purchase of necessary library materials. Year: 1982.

3. Year of Achievement: 1982 and ongoing

Evidence of Achievement: No new programs are established without adequate funds provided for the purchase of library materials of both a retrospective and future nature.

C. Seeking alternative means of funding:

1. The Present:

-The Learning Resources Committee, in cooperation with the library administration, the Office of Grants Planning, and the ASU Foundation, establishes ongoing procedures for securing grants and gifts earmarked for the purchase of library materials.

2. The Intervening Years:

-The library administration provides the Learning Resources Committee with an annual progress report on library monies received through grants and gifts. Year: 1983 and ongoing.

3. Year of Achievement: 1983 and ongoing

Evidence of Achievement: Procedures are established for seeking alternative means of library funding.

D. Establishing a separate budget item for audio-visual/media materials:

1. The Present:

-The library administration includes in the 1983-85 budget proposal a change request for funds with which to purchase audio-visual/media materials, separate from and in addition to funds needed for purchase of print volumes. (The same request was included in the 1981-83 budget proposal, but the fate of the request was not known as of this writing in October 1980. The request had been made once previous to 1980, but was not approved).

2. The Intervening Years:

-The Vice Chancellor for Academic Affairs approves the change budget request. Year: 1982.
-The 1983-85 biennial budget, including the change budget request for separate funds with which to purchase audio-visual/media materials, is approved by the Chancellor and transmitted to the Board of Governors of The University of North Carolina. Year: 1983.

3. Year of Achievement: 1983 and ongoing

Evidence of Achievement: The final 1983-85 biennial budget includes a separate item for the purchase of audio-visual/media materials.

Library III: The library staff, in cooperation with the Learning Resources Committee, will develop an overall collection philosophy as the basis for a more systematic allocation of library resources among competing instructional, research, and extracurricular program needs.

1. The Present:

-The library administration includes in the 1983-85 budget proposal a change request for funds sufficient to employ a professional bibliographer whose main responsibility will be collection development. The change request is approved by the North Carolina General Assembly after going through the usual budgetary process.

2. The Intervening Years:

-The University Librarian, library area supervisors, the library bibliographer, and the Learning Resources Committee meet to establish procedures for securing quantitative and qualitative data on adequacy of library holdings in each subject area, on anticipated instructional and research needs in each discipline, on criteria used by other institutions for allocating library resources, and on any other subject necessary to the definition of library goals and objectives (data on enrollment, size and composition of faculty, publication costs, and collection use are already being collected.) The library bibliographer and staff are instructed to implement such procedures. Year: 1983.
-After using information gathered by staff to study demands on library resources, the University Librarian, library area supervisors, the library bibliographer, and the Learning Resources Committee define library collection policies in terms of overall objectives and provide a plan for periodic reevaluation of these objectives. Year: 1985.
-The Dean of Learning Resources approves use of the collection philosophy as the basis for allocation of library resources among competing program needs. Year: 1985.

3. Year of Achievement: 1985 and ongoing

Evidence of Achievement: The library staff, in cooperation with the Learning Resources Committee and academic departments, has explicitly defined library collection policies in terms of overall goals and objectives and has developed and set in motion information-gathering procedures necessary to the implementation and periodic reevaluation of these goals and objectives.

Library IV: Professional staff with expertise in the areas of subject specialization, systems design, foreign languages, and information retrieval will be added to library personnel to improve information services. Clerical staff with library technical skills will be increased to provide support services for the professional staff at a ratio of three to one.

1. The Present:

-Relying on information furnished by area supervisors to pinpoint the most immediate professional and clerical staff requirements, the library administration includes in the 1983-85 budget proposal a change request for catch-up money sufficient to employ 10 additional clerical staff, as well as professional staff with expertise in selected subject fields, systems design, foreign languages, or information retrieval. The change request is approved by the Vice Chancellor for Academic Affairs, the Chancellor and Administrative Cabinet, the Board of Governors, the Governor and Advisory Budget Commission, and the North Carolina General Assembly. (Estimates of clerical staff needed to achieve a clerical-professional ratio of three to one are minimum estimates based upon size of professional staff [21] and clerical staff [31] as of October 1980.)

2. The Intervening Years:

-Drawing upon data derived from recently initiated studies of library operations and upon recommendations of area supervisors, the library administration sets staff hiring priorities and includes in the 1985-87 budget proposal a change request for catch-up money sufficient to employ 11 additional clerical staff, as well as professional staff with expertise in selected subject fields, systems design, foreign languages, or information retrieval. The change request is approved by the N.C. General Assembly after going through the usual budgetary process. Year: 1984-85.

-Drawing upon ongoing studies of library operations, recommendations of area supervisors, and recent recommendations of a visiting library consultant, the library administration sets staff hiring priorities and includes in the 1987-89 budget proposal a change request for catch-up money sufficient to employ 11 additional clerical staff, as well as professional staff with expertise in selected subject fields, systems design, foreign languages, or information retrieval. The change request is approved by the N.C. General Assembly after going through the usual budgetary process. Year: 1986-87.

3. Year of Achievement: 1988

Evidence of Achievement: Additional professional positions have been funded and filled with individuals having expertise in the areas of subject specialization, systems design, foreign languages, and information retrieval, and a clerical-professional staff ratio of three to one has been met.

Library V: The library administration will be consulted by departmental curriculum committees concerning resources, present and potential, needed for support of new and expanded programs, and the library will be represented on all academic policy committees that affect or are affected by the library.

1. The Present:

-The Academic Policies and Procedures Committee recommends to the Faculty Senate Committee on Committees that the library have a permanent chair on the Academic Policies and Procedures Committee. The AP&P Committee instructs department chairpersons that henceforth procedures for approval of new programs will include consultation between departmental curriculum committees and the library administration concerning adequacy of library resources, present and potential, to support new programs. The library administration is instructed to formalize procedures for such consultation.

2. The Intervening Years:

- The Faculty Senate approves a recommendation from its Committee on Committees that the library have a permanent seat on the AP&P Committee, said position to be filled every three years with a qualified member of the library faculty as recommended by the Committee on Committees and approved by the Faculty Senate. Year: 1982.
- The Vice Chancellor for Academic Affairs and the Chancellor approve the recommendation that the library have a permanent seat on the AP&P Committee. Year: 1982.
- The library administration informs department chairpersons of formal procedures to be followed by curriculum committees in seeking information on adequacy of library resources, present and potential, for the support of new programs. Year: 1982.

3. Year of Achievement: 1982 and ongoing

Evidence of Achievement: The library has a permanent chair on the AP&P Committee and works with department chairpersons to provide input as to the adequacy of current holdings and funding for the support of new or expanded programs.

Library VI: To provide better and more cost effective use of the library's resources, computer technology will be utilized in the development and implementation of a total library system consisting of Acquisitions, Cataloging, Serials, and Circulation Control.

1. The Present:

- The library administration authorizes the formation of a committee, the Committee on Library Automation, composed of the Associate Librarian for Technical Services, the Associate Librarian for Public Services, library staff members, and computer center personnel, to study and make recommendations with regard to the computerization of library operations. Year: 1981.
- The Committee on Library Automation studies various aspects of the computerization of library operations and develops plans for the implementation of the serials, acquisitions, and circulation systems (the cataloging system is already in operation). A time plan for implementation is projected. Year: 1981.
- The Associate Librarian for Technical Services and the Serials Librarian make operational a computerized Serials System. Year: 1981.

2. The Intervening Years:

- The Associate Librarian for Technical Services and the Acquisitions Librarian develop and implement the Acquisitions System. Year: 1981-83.
- The Associate Librarian for Technical Services, the Associate Librarian for Public Services, and the Circulation Librarian develop and implement the Circulation System. Year: 1983-86.

-The Associate Librarian for Technical Services makes operational an on-line computer catalog. Year: 1987.
-The Committee on Library Automation continues to study and review the computerized library system. Year: 1988-89.

3. Year of Achievement: 1989

Evidence of Achievement: The Associate Librarian for Technical Services determines that the library has an operational, well maintained, automated system for Acquisitions, Cataloging, Serials, and Circulation functions.

Library VII: In order to determine how best to use its resources, the library will conduct ongoing studies, including cost efficiency studies.

1. The Present:

-The library administration directs library staff members to study their respective areas and consider various studies which would be of value to their areas.

2. The Intervening Years:

-The library administration, relying on input from library staff members, determines studies to be conducted. These studies are begun. Year: 1982.
-The library administration, relying on input from library staff, determines areas in which the services of a consultant would be most beneficial to the particular needs of the library. Year: 1984.
-The Vice Chancellor for Academic Affairs approves a request made by library administration for the funding of consulting services. Year: 1984.
-The library administration reviews the qualifications of consultants recommended by library staff members, Learning Resources Committee members, and other interested parties and determines which consultant is best suited to the particular needs of the library. Year: 1984.

3. Year of Achievement: 1985 and ongoing

Evidence of Achievement: The library conducts ongoing studies, including cost efficiency studies. The university hires a library consultant in 1985 and every five years thereafter to report to the library administration, Learning Resources Committee, and Vice Chancellor for Academic Affairs on the state of the library.

Library VIII: The library will participate in on-line information retrieval networks and resource-sharing networks of a state, regional, or national organizational structure, such as the Center for Research Libraries and the National Periodicals Center System.

1. The Present:

   -The head of the Reference Department requests and the University Librarian approves the purchase of a terminal for DIALOG searching. The library administration adjusts the travel budget to enable librarians to attend DIALOG seminars.

2. The Intervening Years:

   -The University Librarian approves purchase of the union list on microfiche of the library holdings of Duke University, North Carolina State University, and the University of North Carolina at Chapel Hill. Year: 1982.
   -The University Librarian, Associate Librarian for Public Services, Interlibrary Loan Librarian, and Appalachian Collection Librarian discuss possibilities of forming regional resource-sharing networks. Year: 1982.
   -The University Librarian determines that the increased book budget makes it possible to join the Center for Research Libraries. Year: 1982.
   -The University Librarian, Associate Librarian for Public Services, Interlibrary Loan Librarian, and Appalachian Collection Librarian meet with librarians from the region and members of the Appalachian Consortium to discuss and implement cooperative buying, compilation of union lists of serials and special library holdings, and means to expedite interlibrary loan service. Year: 1982-83.

3. Year of Achievement: 1983 and ongoing

   Evidence of Achievement: Faculty, students, and other patrons of the library have rapid access to on-line information retrieval networks. Faculty, students, and other patrons have access to the Center for Research Libraries and the resources of other institutions, organizations, and networks established for the sharing of resources.

Library IX: The library will provide improved access to its microform and government document collections through comprehensive indexing of those collections in the main card catalog, increased staff assistance to users, an increase in the number of microform reading machines, and more efficient repair and maintenance of microform equipment.

1. The Present:

- The library administration decides that all microforms and all incoming government documents will be indexed in the card catalog.
- In order to provide the best microform reading equipment, the Microforms Librarian conducts ongoing studies of equipment needs and makes an annual request to the University Librarian, who evaluates and approves the ordering of new equipment.

2. The Intervening Years:

- The Microforms Librarian makes a request to the Instructional Materials Center Librarian for additional student assistants to cover the microform area on weekends and nights. The IMC Librarian makes a request to the University Librarian for this increase. The University Librarian approves the hiring of additional student assistants in the microform area, which is made possible by the increase in enrollment funds. Year: 1982.
- The Associate Librarian for Technical Services develops a work flow plan to implement the cataloging of all microforms. Year: 1982.
- The Associate Librarian for Technical Services and the Government Documents Librarian develop a plan for cataloging all incoming state and federal documents. Year: 1983.
- The Catalog Librarian and the Associate Librarian for Technical Services make a request to the University Librarian for additional cataloging personnel to handle the increase in the number of government documents and microforms now being cataloged. The University Librarian includes in the 1985-87 budget proposal a change request for funds sufficient to provide salaries for additional cataloging staff. Year: 1984.

3. Year of Achievement: 1985

Evidence of Achievement: The Learning Resources Committee determines that comprehensive indexing of government document and microform collections in the main card catalog has been satisfactorily completed. A survey among users of those collections, conducted by the Learning Resources Committee, indicates that 90 per cent of users are satisfied with the level of staff assistance in those collections and with the microform readers available for research.

__Library X__: The library will seek to become the major repository for primary manuscript data on the Southern Appalachian region.

1. The Present:

-The library administration includes in the 1983-85 budget proposal a change request for funds sufficient to employ a curator of manuscripts. The change request is approved by the North Carolina General Assembly after going through the usual budgetary process. (Approximately 82 linear feet of manuscript material, unclassified and unused, are currently stored in D.D. Dougherty Library. A University Archives Committee has been established, but it is concerned with preservation of university records, not with the collection of manuscripts of the Southern Appalachian region.)

2. The Intervening Years:

-Recommendations of the Curator of Manuscripts become the basis of a request from the library administration to the Vice Chancellor for Business Affairs for allocation of funds from the Renovations and Repairs Budget sufficient to provide space, proper temperature control, and fireproofing protection for manuscripts housed in Dougherty Library. Year: 1984.

-The Curator of Manuscripts makes application for federal, National Endowment for the Humanities, or other grants available to support development of accessioning and collection description procedures as well as collection user services. Year: 1984.

3. Year of Achievement: 1985 and ongoing

Evidence of Achievement: The library's faculty includes a curator of manuscripts who aggressively seeks out the manuscript sources of Southern Appalachia, and facilities have been provided to properly house, preserve, and make accessible to researchers said manuscript sources.

Library XI: The library's organizational structure and procedures will be designed so as to facilitate cooperative participation by library administrators, faculty, staff, and the Learning Resources Committee in management decisions that affect the library.

1. The Present:

   -The library administration arranges for consultation on an ongoing basis with the Learning Resources Committee to secure that committee's input into policy decisions. The Library Council initiates development of plans by which library faculty and staff can participate in a systematic way in management decisions affecting their area or department.

2. The Intervening Years:

   -The Library Council submits tentative plans for securing library faculty and staff input into management decisions of the several library departments. Year: 1983.
   -The library administration approves final plans for securing library faculty and staff input into management decisions. Year: 1983.
   -The library administration appoints an ad hoc committee of faculty and staff to develop evaluation instruments by which library faculty and staff can evaluate their supervisors and which include assessment of faculty and staff opportunities for input into management decisions. Year: 1983.
   -The ad hoc committee submits tentative evaluation instruments to all faculty and staff of the various library departments for their suggestions and revisions. Year: 1984.
   -The library administration approves final drafts of instruments by which library faculty and staff can evaluate their supervisors. Year: 1984.

3. Year of Achievement: 1984 and ongoing

   Evidence of Achievement: The library's organizational structure and procedures are designed to facilitate cooperative participation by library administrators, faculty, and staff in management decisions that affect the library; an evaluation instrument is used to evaluate library faculty managers which includes assessment of staff opportunities for input into management decisions. The Learning Resources Committee meets on a regular basis with the library administration, acting in an advisory capacity to the University Librarian and Dean of Learning Resources.

Library XII: Procedures for library support of off-campus classes will be developed in several areas: funding to support needed resources as a separate budgetary item; modification of circulation policies to facilitate off-campus use of library materials; and necessary support by Audio-Visual Services in providing for the development of instructional programs and telecommunications.

A-B. Funding to support needed resources as a separate budgetary item and modification of circulation policies to facilitate off-campus use of library materials.

1. The Present:

-The library administration directs the Associate Librarian for Public Services to study, in cooperation with Community Services and the Learning Resources Committee, the feasibility and relative cost of alternative proposals (bookmobiles, establishment of selected library collections at institutions where courses are taught, book loan by mail, accommodation of off-campus classes for concentrated weekend research experiences at ASU, and others) for improving library service to off-campus students.

2. The Intervening Years:

-The Associate Librarian for Public Services recommends to the library administration feasible policies, including cost estimates, for enhancing library service to off-campus students which are in accord with ACRL "Guidelines for Library Services to Extension Students." Year: 1982.
-The library administration includes in the 1983-85 biennial budget a separate change request for funds sufficient to implement improved services, including necessary book and non-book materials, to off-campus students. The library administration also submits to the Vice Chancellor for Academic Affairs a proposal to defray a portion of the increased cost of off-campus library services through registration fees paid by off-campus students. Year: 1982.

3. Year of Achievement: 1983 and ongoing

Evidence of Achievement: The Vice Chancellor for Academic Affairs determines that the library administration, in consultation with Community Services and the Learning Resources Committee, has developed a separate budgetary item for the purchase of library materials for off-campus use and has developed more applicable circulation policies which consider the special needs of off-campus programs.

C. Necessary support by Audio-Visual Services in providing for the development of instructional programs and telecommunications.

1. The Present:

-Installation is commenced and completed of a campus coaxial communications system, a broadband cable system to be used as the communications medium for cable television, security, energy management, and data communications. Year: 1980-81.

- A Telecommunications Planning and Development Group, consisting of representatives from Business Affairs, Academic Affairs, and Learning Resources, and coordinated by the university administration, develops a comprehensive university approach to telecommunications, including intra- and inter-campus communications. Year: 1980-81.
- The Chancellor approves a comprehensive university telecommuncations project proposal submitted by the Telecommunications Planning and Development Group. Year: 1981.

2. The Intervening Years:

- The Development Group makes application for a federal (or private) planning grant necessary to implementation of the comprehensive university telecommuncations system. Year: 1981-82.
- The Development Group makes application for a federal (or private) construction grant necessary to implementation of the comprehensive university telecommunications system. Year: 1982.
- Construction, on a mountain near the university, of a remote microwave relay/educational FM radio transmitting facility is completed. Year: 1983.
- Cluster sites are equipped with microwave equipment and an inter-campus communications system is operational. Complete two-way communication for instructional purposes is a reality. Year: 1984.

3. Year of Achievement: 1984 and ongoing

Evidence of Achievement: The Learning Resources Committee determines that Audio-Visual Services has provided the support needed for the development of instructional programs and telecommunciations.

Institutional Sector: STUDENT DEVELOPMENT SERVICES

Student Development Services I: The Student Affairs area of the university will be structured so as to offer most efficiently a wide range of high quality student services in order to enhance the total development of students as individuals and as group members.

1. The Present:

-The Vice Chancellor for Student Affairs appoints the Student Affairs Advisory Council.
-The Vice Chancellor for Student Affairs initiates a study and evaluation of the structure of the Division of Student Affairs.

2. The Intervening Years:

-The Chancellor and the Administrative Cabinet approve the movement of the Career Counseling and Placement Office to the Division of Student Affairs. Year: 1981.
-The Vice Chancellors for Student Affairs and Business Affairs agree to move the Residence Hall Administration to the Student Affairs Director of Residence Life. Four Area Coordinators are named. Year: 1981.
-The UNC Board of Governors and the N.C. General Assembly agree to formula funding for the staffing of the Student Affairs area. Year: 1983.
-The Vice Chancellors for Student Affairs and Academic Affairs undertake a survey to determine faculty interests in the area of programming. Year: 1984.

3. Year of Achievement: 1984

Evidence of Achievement: The Division of Student Affiars is effectively structured and offers a wide range of high quality student services.

Student Development Services II: ASU will seek to improve its program for student academic advisement and career counseling.

1. The Present:

-Student records are on tape and when all cables have been laid, terminals will enable these records to be accessed at different locations on campus. Thus the basic information needed for advising is already computerized and can be expanded to include other data needed for advising.
-Discussions are underway among the General College, Watauga College, Special Services, and Developmental Education with regard to implementation of a student-to-student survival skills program.

2. The Intervening Years:

-The student-to-student survival skills program is initiated. Year: 1982.
-Discussions are held with the academic departments, the General College, and the deans of the degree-granting colleges on how to add the advising capacity to the computerized student records system. Year: 1981-82.

-When agreement is reached on the kinds of data to be added and how the advising function is to operate, the Administrative Cabinet gives final approval. Year: 1983.
-The necessary information is added to the system. Year: 1983-84.

3. Year of Achievement: 1983-84

Evidence of Achievement: A computerized approach to advising, with terminals in appropriate locations, is operative.

Student Development Services III: The Psychological Services Center will be adequately funded, housed, and staffed to meet the counseling needs of students and to provide testing service to the university community.

1. The Present:

-The Counseling and Psychological Services Center moves into the new Student Support Building.
-One additional staff member is added to the center.

2. The Intervening Years:

-The director of the center requests the Vice Chancellor for Student Affairs to allocate the necessary funds to add a second new staff member. Year: 1981.
-A new staff member is added. Year: 1982.
-Greater emphasis is now placed on individual counseling and the center is beginning to work with more structured groups -- e.g., workshops for R.A.'s and some outreach services in residence halls. Year: 1982.
-A third new staff member is requested. Year: 1982.
-The new staff member is hired. Year: 1983.
-Outreach programs are expanded to include presentations on birth control, depression, drug abuse, etc. Year: 1983.
-Consultations are initiated with faculty members with regard to academic advisement. Year: 1983.
-Funding for two new staff members is requested. Year: 1983.
-Two more staff members are added to the center's staff. Year: 1984.

3. Year of Achievement: 1984

Evidence of Achievement: The Counseling and Psychological Services Center is now able to meet fully the objectives of individual counseling, testing, and preventive outreach.

Student Development Services IV: Student Affairs will continue to administer a program of extra-class and co-curricular activities which enhances and illustrates the knowledge gained in the formal classroom, broadens cultural horizons, and creates international understanding and intercultural sensitivity.

A. Support of co-curricular programs:

1. The Present:

-The Vice Chancellor for Student Affairs is currently considering a reorganization of the various divisions under his authority. Such a reorganization should include a designated Director of Co-curricular Programs responsible directly to the Vice Chancellor for Student Affairs.

2. The Intervening Years:

-The Office of Student Affairs designates a Director of Co-curricular Programs to (1) oversee and (2) be an advocate for those programs designated as co-curricular programs. Year: 1981.
-Each co-curricular program is assigned to an academic department by the Office of Academic Affairs working with the Office of Student Affairs. Year: 1982.
-Each co-curricular program is assigned a faculty advisor to direct the program. These advisors will be given 1/4 to 1/3 released time for such work. Year: 1982.
-The Vice Chancellor for Academic Affairs working with the appropriate deans and chairpersons provides the necessary faculty time to allow for released time for directors of co-curricular programs. Year: 1982.

3. Year of Achievement: 1982

Evidence of Achievement: The foundation has been laid for a co-curricular program of broadened scope and high quality.

B. Support of foreign students and an expansion of the number of foreign students attending ASU.

1. The Present:

-Through the efforts of the current director of foreign student affairs (a function of the Dean of Students) and other interested faculty members, working with such official bodies as the Faculty Senate and the Administrative Cabinet, resolutions are developed and forwarded to the Board of Trustees seeking added support for foreign students at ASU.

2. The Intervening Years:

-A Director of Foreign Student Affairs is appointed within the Office of Student Affairs with the responsibility to (1) recruit foreign students to ASU and (2) assist them with financial aid, housing needs, orientation, and academic support functions. Year: 1982.
-The Office of Financial Aid administers financial assistance programs for foreign students. Year: 1982.
-The Housing Office and University Food Services cooperate with the Director of Foreign Student Affairs in meeting the special needs of foreign students attending ASU. Year: 1982.

3. Year of Achievement: 1982

Evidence of Achievement: A commitment to encourage foreign students and to provide for necessary financial, housing, and academic support will be made by the Board of Trustees of Appalachian State University and the Chancellor. Statement of such a commitment is placed in the 1982 official catalog of the university.

C. Support of living-learning and other residence hall programs.

1. The Present:

-Current living-learning programs and other residence hall programs operate and continue to meet the needs of students living in the various residence halls.

2. The Intervening Years:

-No intervening steps are necessary.

3. Year of Achievement: 1982

Evidence of Achievement: With the reorganization of residence hall staffs and particularly the employment of full-time residence hall managers (as proposed in Student Development Services VIII) special attention can be given to determining and strengthening the living-learning and other residence hall programs.

Student Development Services V: Appalachian State University will strengthen its structure for involving students in institutional government.

1. The Present:

-The Faculty Senate Committee on Committees and the leadership of the SGA are apprised of the recommendations to strengthen student participation in institutional government contained in the Stage Seven and Nine reports on this objective.

2. The Intervening Years:

-The Faculty Senate Committee on Committees and SGA leaders place these recommendations on their calendars and make plans to implement them. Year: 1981-82.

3. Year of Achievement: 1982

Evidence of Achievement: Student participation on various committees is now monitored and recorded more systematically by the SGA. Committee chairpersons introduce student members to the tasks of their committees and provide feedback to the appropriate arm of SGA on the level of student involvement. An effort is made to assure student continuity on committees.

Student Development Services VI: Student Affairs will involve students in carrying out an effective judiciary system for the student body.

1. The Present:

-The Vice Chancellor for Student Affairs instructs the appropriate agency to design a new campus judiciary system. Either the Housing Council undertakes these initial steps and recommends the final version to the Vice-Chancellor for Student Affairs or, if the administrative structure is redesigned as recommended (see Student Development Services I), then the Residence Life Director may be the one to undertake these initial steps.

2. The Intervening Years:

-Recommendations for reform of the campus judiciary system are forwarded to the Vice Chancellor for Student Affairs. Key elements of the reform: clarification and enforcement of rules in residence halls, with residence hall tribunals as first instances of appeal. In the case of charges from the housing or academic area of the university, students may still appeal to or be heard by the Administrative Review Board or the Student Court. The latter is split into three panels, with three judges on each. Only three of the nine judges can be from any one discipline. Year: 1981-82.
-Approval of the new structure is given at the upper administrative levels and by the SGA. The residence hall tribunals and the three-judge panels are put into operation on a limited, trial basis. Year: 1982.
-Completion and evaluation of experiments. Final structural adjustments are made. Appropriate revisions are made in the judicial handbook. Year: 1982-83.

3. Year of Achievement: 1983

Evidence of Achievement: The new judicial system is in operation.

Note: This objective has given the committee untold difficulty because no individual, even after many hours of interviews, knew what steps need to be taken in order to accomplish the goals outlined in Stage Nine. Reform is, in other words, more than a dire need.

Student Development Services VII: ASU will strive to maintain its policy of making aid available to academically and/or financially deserving students.

1. The Present:

-The Financial Aid Office is provided with improved facilities which offer additional storage space, a waiting/reception area, adequate office space for staff, and accessibility to all students.

2. The Intervening Years:

-The Financial Aid Office works with the Development Office to develop more scholarship funds, especially to provide increased aid for academically talented students. Year: 1981.
-The Computer Center works with the Director of Financial Aid and the Controller's Office to develop a computer program which will increase the efficiency of the Financial Aid Office. Year: 1981-82.
-The Director of Financial Aid initiates a Faculty-Administrator Seminar on Financial Aid. Year: 1981-82.
-Through the cooperative efforts of the Dean of the College of Business, the Vice Chancellor for Student Affairs, and the Director of Financial Aid, an internship program is established whereby MBA candidates and senior business majors provide budget and financial counseling. Year: 1981-82.
-A Financial Aid Committee is established with representatives from Student Affairs, Financial Aid, the faculty, and student body. Year: 1981-82.
-The UNC Board of Governors, the Advisory Budget Commission, and the N.C. General Assembly approve an increase in the Financial Aid Office's staff to conform to national standards. Year: 1983.

3. Year of Achievement: 1983.

Evidence of Achievement: The Financial Aid Office now serves academically and/or financially deserving students more effectively.

Student Development Services VIII: University housing facilities will be operated more efficiently and in a manner which enhances and contributes to the learning program and to the general development of the student.

1. The Present:

-During the spring semester (1981), the intensive evaluation of the entire housing program at ASU that began in the fall is continued. More specific responsibilities relating to student residence life are assumed by certain positions within the Division of Student Affairs. The present Housing Council structure continues to be decentralized. Both large divisions involved in the university housing program (Student Affairs and Business Affairs) concentrate exclusively on housing functions as they relate to their respective roles within the total university.

2. The Intervening Years:

-In order for the housing program to continue to maintain a level of efficiency and effectiveness, an ongoing thorough staff development/training program is implemented. The most important single position, that of a chief housing officer (referred to as a Director of Residence Life), begins developing during this period. This key position is filled no later than December of 1981.

3. Year of Achievement: 1982-83

Evidence of Achievement: The final reorganization of the administrative structure for the university housing program is accomplished by the fall of 1982. At that time the positions of full-time residence coordinators are activated and a Director of Residence Life is functioning as the chief housing officer for the university's housing program. During the year 1982 an active energy conservation plan is implemented to assist with the continued effort on-campus to slow down spiraling energy costs. The possibility of private rooms for residence staff may become a reality during the 1982-83 academic year as occupancy rates are analyzed to determine if spaces can be forfeited for such privacy as enrollments either stabilize or decline.

Student Development Services IX: Students at ASU will be provided with better health services.

1. The Present:

   -Student Health Services moves into new quarters in the Student Support Building.

2. The Intervening Years:

   -Health Services and the Director of Safety initiate discussions to clarify responsibility for environmental health and safety regulations as these apply to students. Year: 1981.
   -The Director and staff of Health Services determine the staffing needs of the office and make a request to the Vice Chancellor for Student Affairs for the necessary approval and funding. Year: 1981.
   -The Vice Chancellor for Student Affairs, after securing the necessary approvals and funding, authorizes a search for person(s) to fill the position(s). Representative students are consulted and involved in the definition and filling of the position(s) in order to ensure that student needs and sensitivities are given adequate consideration. Year: 1982-83.
   -With an adequate staff, Health Services is able to initiate an active preventive medicine and health education program. Year: 1982-83.

3. Year of Achievement: 1983

   Evidence of Achievement: Health Services is adequately housed and staffed to provide students with effective health services.

Student Development Services X: The university will offer a campus recreation program, both structured and unstructured, which meets students' needs.

A. Construction of an indoor/outdoor recreation facility.

   1. The Present:

      -The Office of Student Affairs initiates the necessary action with the Administrative Cabinet and the Institutional Studies and Planning Committee to seek approval of funding for, and construction of, a multi-use recreational facility.

   2. The Intervening Years:

      -The Institutional Studies and Planning Committee approves the inclusion of a multi-use recreational facility as a high priority item in the Capital Improvement Request for the next biennium. Year: 1981.
      -The Administrative Cabinet requests that the Board of Trustees approve funding and construction of a multi-use recreational facility. Year: 1982.
      -The Board of Trustees approves the necessary financial arrangements for the construction of a multi-use recreation facility funded by self-liquidating funds and any necessary long-range increase in student fees to pay for the facility. Year: 1982.

-The request for approval to construct a recreational facility is included in the total budget request approved by the UNC Board of Governors and the Advisory Budget Commission. Year: 1982.
-The N.C. General Assembly approves the request for permission to begin construction of a recreational facility to be financed through self-liquidating funds. Year: 1983.
-The baseball diamond is relocated to an appropriate place on campus (possibly in the vacinity of the current athletic fields and Conrad Stadium). Year: 1983.
-Construction of a multi-use indoor/outdoor recreation facility begins in the triangle area currently housing the baseball diamond and tennis courts. Year: 1984.

3. Year of Achievement: 1986

Evidence of Achievement: The new indoor/outdoor recreational facility is completed.

B. Centralization of campus recreation and intramurals.

1. The Present:

-In cooperation with the Dean of Fine and Applied Arts and the Chairperson of HPER, the Office of Student Affairs recommends, as one aspect of the reorganization of the division, the full-time assignment of the Director of Intramural Programs to the Office of Student Affairs.

2. The Intervening Years:

-The Director of Intramural Programs is assigned to the Office of Student Affairs and is made directly responsible to the Vice Chancellor for Student Affairs. Year: 1981.
-With the cooperation of HPER and the Director of Internships, HPER students are assigned as interns to assist the Director of Intramural Programs. Year: 1981-82.
-All equipment used in intramurals is assigned to the Director of Intramurals Programs and is maintained through budget monies provided for such purposes. Year: 1982.

3. Year of Achievement: 1982

Evidence of Achievement: The campus recreation and intramurals program is now located in the Office of Student Affairs.

Student Development Services XI: The university will provide a varsity sports program, facilities, and staff which conform to guidelines and regulations of the Southern Athletic Conference, the National Collegiate Athletic Association, and the Association of Intercollegiate Athletics for Women and which is consistent with the purpose of the university.

1. The Present:

   -The Chancellor directs the Athletic Council to develop a general philosophy for the varsity athletic program at ASU. Specifically, the committee is asked to set goals and objectives for the athletic program, to determine and prioritize the present and future needs of the program, and to indicate the relationship of the program to the purpose of the university.

2. The Intervening Years:

   -The Athletic Council reports its recommendations to the Chancellor. Year: 1982.

   -As a result of these recommendations, the Athletic Director undertakes a thorough evaluation of all sports offered at ASU to determine the extent to which they contribute to the overall objectives of the athletic program. Consideration is given to eliminating those activities which appear to represent an economic drain on the program. Year: 1982-83.

   -Each year thereafter an evaluation of the total program is undertaken to determine how broad an athletic program the university can provide. Changes and cutbacks are considered, as necessary, after each evaluation. Year: 1983.

3. Year of Achievement: July 1983.

   Evidence of Achievement: A procedure has been put into operation whereby the athletic program can be placed on an almost totally self-supporting basis in the near future.

Institutional Sector: PHYSICAL RESOURCES

Physical Resources I: The university will make a commitment to the development of a comprehensive phased plan addressing campus beautification, sound land use planning, maintenance, energy use efficiency, and accessibility.

1. The Present:

   -The Committee for Institutional Studies and Planning determines that a design group is desired and decides where it fits into ASU's overall funding priorities. It discusses the best strategy/terminology to use in developing this request.

2. The Intervening Years:

   -Development of budget figures, approval by Chancellor, and inclusion into funding request. Year: 1981.
   -Funding request forwarded to Board of Governors from ASU. Year: 1982.
   -Receipt of earmarked funds. Year: 1982.
   -Retention of design group. Year: 1983.
   -Completion of comprehensive plan. Year: 1984.

3. Year of Achievement: 1984

   There is currently a "broad stroke" comprehensive plan in existence. To refine and develop this plan to the degree suggested in this objective would require the retention of consultants in several areas and the formulation of a design group. Given the current budgetary process, the time needed to retain this group, and the time needed to develop such a plan, it would be June of 1984 before a comprehensive plan could be furnished.

Physical Resources II: The university will institute a more efficient maintenance program for the physical plant through incorporation of new techniques and the development of a maintenance staff adequate to meet the needs of the physical plant.

1. The Present:

   -The physical plant submits a request for additional needed personnel and continues to train existing personnel in order to properly maintain existing facilities.

2. The Intervening Years:

   -The physical plant has been given permission to hire additional personnel because of increases in student enrollment, capital expansions, and requests made through the university change budget. Year: 1982.
   -The physical plant implements a computerized maintenance program that will provide an environmental data base and weekly printouts of maintenance needs. Year: 1983.
   -The physical plant requests and receives approval for the hiring of additional needed personnel. Year: 1983-85.
   -Additional personnel has been hired by the physical plant because of increases in student enrollment and capital expansions. Year: 1984.

3. Year of Achievement: 1985

Evidence of Achievement: Higher overall levels of maintenance are achieved by the establishment of a computerized maintenance program and the hiring of additional physical plant personnel. This achievement has allowed the university to provide maximum efficiency in properly maintaining existing facilities.

Physical Resources III: The university will establish itself as a leader in controlled energy use and develop a model demonstration campus for alternative energy sources.

1. The Present:

-Institutional and departmental controlled and alternative energy projects are maintained and refined.

2. The Intervening Years:

-Model campus concept is developed for public distribution in the media. Year: 1981-82.
-Current alternative energy projects are completed, e.g., solar panels, alcohol production, windmill. Year: 1981.
-Sources of funds are identified and developed to pursue various alternative energy projects. Year: 1981-83.
-The extended energy management system is installed following 1981 funding. Year: 1982-83.

3. Year of Achievement: 1983

Evidence of Achievement:
-The energy management/control system controlling the university's major facilities and utilizing the university campus communication facility (cable system) is functional.
-Exhibition of functioning alternative energy systems.

Physical Resources IV: Appalachian State University will improve its communication facilities.

Two Phases: A. Completion of coaxial cable system on campus.
B. Completion of microwave relay tower for broadcast of live television and radio production.

A. Phase One: Coaxial Cable System for the ASU campus.

1. The Present:

-The materials and equipment have already been purchased and only need to be installed, therefore planning is complete.

3. Year of Achievement: June 1981.

The cable system is laid throughout the campus.

B. Phase Two: Microwave Tower for Television and Radio Transmission.

1. The Present:

-Action is completed to reach an agreement with the UNC television network to combine efforts on the proposed microwave/translator tower.
-Money for the construction of the tower is set aside from existing budgets for Appalachian State University's share of the cost.

2. The Intervening Years:

-Selection of a construction company. 1980-81.
-Selection of site for microwave and translator tower to be shared by ASU and UNC television network. 1980-81.
-Agreement between UNC television network and Appalachian State University to share expenses on combination microwave tower and translator. Land site and tower construction shared by both users would drastically reduce expenses for each group. 1980-81.

3. Year of Achievement: 1981-82.

The microwave tower system ties in radio and television transmission capabilities not only intracampus to the UNC system, but also allows transmission to the region. Computer connections with the Research Triangle area are also possible.

Physical Resources V: The university will mount a conscientious campaign to acquire the Dougherty family house and property and develop a plan to use the house as an alumni/information center or as a museum/gallery.

1. The Present:

Detailed plans are submitted to the Board of Trustees for the acquisition and development of the Dougherty house and property. Funds are raised and negotiations begun with the owners of the property.

2. The Intervening Years:

-The house and property are sold to ASU. Year: 1982.
-Remodeling of the Dougherty house is completed and the staff moves in. Year: 1983.
-A regional museum is built in a style that is complementary to the Dougherty house while being a model for energy conservation. Year: 1986.
-Appointment of a museum curator and staff completes the objective. They are responsible for collecting and maintaining displays of regional artifacts and natural history. Year: 1987.

3. Year of Achievement: 1989

Evidence of Achievement: The Dougherty family house and property have been acquired. The house is converted into an alumni/information center occupying the first floor and an art/photographic gallery occupying the second floor. A regional museum has been built adjacent to the house and serves as a center for environmental/cultural displays. Most of the property itself is maintained as a park with trails winding up to the ridge to various picnic sites. The ridge area has a cluster housing development for faculty.

Physical Resources VI: The university will identify desirable tracts of property and develop a plan for acquiring those parcels deemed appropriate for use as recreation areas, open spaces, or potential building sites.

1. The Present:

-A committee is selected to identify land needed for future expansion as well as for the maintenance of natural surroundings to the campus. The committee consists of representatives of the Office of Business Affairs, Long-Range Planning, Environmental Studies, and selected disciplines such as Geography/Planning and Health, Physical Education and Recreation.

2. The Intervening Years:

-The committee identifies various tracts of land that would provide additional building sites, recreation areas, and open space. Year: 1982.

3. Year of Achievement: 1982

Evidence of Achievement: A plan for the acquisition of desirable tracts of land has been formulated. This will enable the university to proceed in an orderly and expeditious manner to obtain land needed for potential building sites, recreation areas, and open space.

Physical Resources VII: Program demands, as reflected in long-range planning projections, will be given prime emphasis in setting capital expansion priorities.

1. The Present:

- Analysis of program demand changes over the last five years begins by the University Coordinator of Long-Range Planning. Information is shared with the Committee for Institutional Studies and Planning and recommendations are passed on to Academic Affairs, Business Affairs, and the university design group.
- Specific space needs are surveyed in the departmental areas facing the greatest projected increases in enrollment.
- Items currently on the list of projects requiring capital expenditures are re-prioritized by the Office of Business Affairs to anticipate projected needs.
- Planning begins for space reallocation or new construction not foreseen before 1980-81 but which must be anticipated by the enrollment and program-demand projections currently being prepared.

2. The Intervening Years:

- Capital expansion projects already prioritized and funded as of the 1981-83 biennium have begun or have been completed by 1985.
- Because of the long lead time usually required for capital expansion projects, most building projects always appear to be completed only after years of overcrowding and frustration. However, the process of making projections into the years beyond 1987 has already begun by 1983.

3. Year of Achievement: 1985

Evidence of Achievement: Long-range planning projections have set capital expansion priorities in accordance with projected program demands. By this year, priorities will already have been determined for the 1985-87 biennium, based upon projections made as early as 1981-82. By 1985, items which had low priority but were already on the 1980-81 list of capital expansion projects will have moved up the list of priorities. New items have been added on the basis of projections made between 1981 and 1985.

Physical Resources VIII: Increased importance will be placed upon transportation resources in future program planning.

1. The Present:

- Business Affairs begins investigating possible consolidation of vehicle acquisition with other schools in the UNC system, initiating discussions with state purchasing agencies regarding fuel efficiency standards.
- Business Affairs organizes refresher training programs for Motor Pool maintenance personnel regarding procedures for maintaining university vehicles at their peak of fuel efficiency and implements these procedures with maintenance crews at the Motor Pool.
- Academic Affairs and Business Affairs personnel begin a search for a director of university travel and agree to give him/her broad powers to require records-keeping on travel by all departments and offices on campus and to come up with a "fair" prioritization of accessibility to travel resources.

2. The Intervening Years:

- Implementation of a central control over university travel is achieved:
  - Threats to restrict travel owing to increased fuel costs result in program cutbacks involving especially the facilities in Washington and New York and the many satellite programs in Hickory, Winston-Salem, etc., as well as the travel by supervisory personnel overseeing student practice teaching for the College of Learning and Human Development. Arbitrary cutbacks appear *likely unless a director for* university travel is named. Year: 1981.
  - A director of university travel is appointed. Year: 1982.
  - All academic departments turn in to the director of university travel complete and detailed records on travel related to programs under their jurisdiction, and all administrators' travel records are compiled. Gross disparities are found and corrected by the new director, who is rancourously known on campus as the "car czar." Year: 1982.
  - A "fair prioritization" of accessibility to travel resources is worked out on paper and implemented in directives to all departments and offices. Year: 1983.
  - A new director succeeds the first director of university travel when the original appointee resigns under pressure. The new director reshuffles some travel priorities according to the usual pressures of campus politics. Year: 1984.
- Managerial personnel at the Motor Pool have been given additional instructions with respect to proper maintenance of motor vehicles to ensure efficient energy use.
- State of the art technology with regard to electric vehicles has not yet advanced to the point of making electric automobiles a viable alternative to diesel or gasoline-powered cars. Tests continue.
- The UNC system, in coordination with state purchasing agencies, has developed criteria for motor vehicles purchased for university use, rejecting any new vehicles which fail to meet minimum mileage standards. Because of the large numbers of vehicles bought each year, this has an impact upon the price of vehicles and fuel efficiency of vehicles offered for sale to all university branches. A majority of the vehicles purchased have diesel engines.

3. Year of Achievement: 1985

Evidence of Achievement: (a) a shift to diesel cars and generally to more fuel-efficient vehicles has occurred; (b) maintenance has improved on vehicle fleet; (c) responsibility for university travel is coordinated by a central office.

Physical Resources IX: The university will improve its recreational facilities.

See Stage Ten report (Part A) for Student Development Services X (p. 168) for the recommended strategy for the achievement of this objective.

Institutional Sector: SPECIAL ACTIVITIES

Special Activities I: The university will seek to provide a broad range of continuing education services to the people of the region and state in a manner that is academically sound and is consistent with the role and purpose of a university.

In order to implement this objective, two distinct courses of action must be followed:

A. The Development of New Curricula:

1. The Present:

-Community Services prepares a questionnaire to distribute to students enrolled in the program, surveying their prospective needs and interests. Academic Affairs takes steps to form an ad hoc committee to advise Community Services on potential new course offerings.

2. The Intervening Years:

-Field supervisors are employed to assess the educational needs of the region. The State Personnel Office approves funding for the new positions. The university Personnel Office approves the positions of field supervisors. Year: 1981-82.

-Questionnaires are sent to full- and part-time students currently participating in the program to evaluate their prospective needs and interests. Year: 1981.

-An ad hoc committee is formed by the Office of Academic Affairs made up of university-wide departmental curriculum committee members and Community Services representatives to study new course offerings which will fit the needs of the program. Departmental curriculum committee members will familiarize Community Services representatives with the latest course offerings which have proved successful in their departments. New trends or directions will be discussed. Year: 1981-82.

-The ad hoc committee assesses the evaluations offered in the previous three steps, taking the recommendations of the field supervisors, the results of the questionnaires, and the fruits of their own discussions and then implements a variety of trial course offerings as a "testing the waters" procedure. Year: 1981-82.

-The committee meets subsequently to evaluate trial offerings and make recommendations on which of these offerings should be implemented on a regular basis and which should be discarded. Year: 1983.

-Annual checkups by the ad hoc committee monitor the new offerings and suggestions are made for more trial offerings as the need arises.

3. Year of Achievement: 1984

Evidence of Achievement: The College of Continuing Education identifies and offers new curricula which fit the needs of the region.

B. Improvement of the academic image of the College of Continuing Education:

1. The Present:

-A directive from the Office of Academic Affairs to faculty participating in the Continuing Education program reminds them that off-campus work should have the same high standards that faculty insist upon in their other classes. The only difference should be the location of the classroom. Departmental chairpersons are supportive of the intent of this directive.

2. The Intervening Years:

-The Development Office agrees to provide funds for tuition assistance scholarships created expressly for the Continuing Education program to reward academic excellence. Year: 1982-83.
-The instructional load for off-campus faculty is reduced. Shorter time periods for classes and greater flexibility in scheduling enhance classroom learning. Community Services works out car pool arrangements for the increased trips faculty must make to compensate for shorter class periods. The development of satellite centers staffed with faculty improves the quality of the program. (These issues are addressed in detail in Special Activities II, Stage Ten.) Year: 1982-83.
-Improved communication among students, professors, and supervisors is implemented. An advertised system of 800 toll-free numbers staffed by departmental faculty at various hours of the day allows for improved academic advisement for off-campus students. For example, the History Department staffs the 800 toll-free numbers from 9-10 a.m. each day; any problems dealing with History courses are answered at this time. Year: 1983.
-Terminals are added in each department or in a central location which give academic advisors from each department information on off-campus students' transcripts and requirements at a moment's notice. Advisors are to be trained in operating the terminal by Computer User Services. Year: 1984.
-Owing to the improvement in the teaching environment for field-based courses, faculty members are more willing to participate in the program.

3. Year of Achievement: 1984

Evidence of Achievement: The programs offered by the College of Continuing Education achieve a reputation for academic rigor and excellence.

Special Activities II: The university will provide academically sound continuing education services to the people and the region in a manner that is as efficient as possible -- administratively, fiscally, and otherwise.

1. The Present:

   - -Community Services initiates a proposal through the College of Continuing Education to Business Affairs to study the feasibility of purchasing a new fleet of fuel efficient cars.
   - -The Administrative Council of the College of Learning and Human Development takes under consideration a redefinition of teaching centers and presents a college proposal to the Office of Academic Affairs. Academic Affairs investigates budgetary implications for the satellite recommendation. The College of Learning and Human Development recommends full implementation in the fall of 1982.

2. The Intervening Years:

   - -The Office of Business Affairs purchases 30 fuel efficient vehicles. Priority for usage has been determined so that student teacher supervisors have first priority and field-based instruction has a number two priority or number one priority when three or more ride together.
   - -Academic Affairs initiates a task force to write a proposal for state funding of extension FTEs. Faculty are totally supportive of field-based activities, and car pooling has reduced the cost of delivering instruction. The task force also recommends increased faculty salaries because of the savings of car pooling and fuel efficient automobiles.
   - -The Chancellor supports satellite centers by providing full-time faculty and support personnel. Year: 1982.
   - -The Office of Academic Affairs instructs the College of Learning and Human Development to place full-time instructors at the four satellite locations with appropriate operational budgets in each. Year: 1982.

3. Year of Achievement: 1982-1983

   Evidence of Achievement:
   - -The university has purchased fuel efficient vehicles and is exploring the feasibility of establishing a shuttle bus service, thus allowing more field-based participation by providing faculty car pooling and is able to offer more field-based classes.
   - -Faculty car pooling has created a savings to the student. Academic chairpersons on campus, as well as faculty, are totally committed to the operation of ASU's field-based programs. For the first time, long-range scheduling plans include a systemized scheduling process for on- and off-campus classes. The total administrative and academic support from ASU has allowed an increase in off-campus offerings and efforts are being made to persuade the state of North Carolina to initiate funding of extension FTEs without the establishment of specific geographic boundaries for each member institution.
   - -Four satellite teaching centers are established in Charlotte, Winston-Salem, Hickory, and Wilkesboro. Full-time directors are appointed at each facility with appropriate support personnel staff. These appointments give ASU full-time instructional, administrative capabilities at each of the centers, allowing for maintenance of student records and computer registration capabilities, thus generating FTEs for the university.

Special Activities III: The university will provide throughout the entire year a broad spectrum of cultural activities reflecting the region, the nation, and the world.

1. The Present:

-The Division of Complementary Education elects to pursue the specific results recommended for this objective in Stage Seven, together with certain other results. Specifically, the decision is made to encourage the Director of Cultural Affairs to:
  - -include at least one non-western cultural event in Artist & Lecture Series presentations as soon as possible and to increase the number of such presentations in future years.
  - -advertise Artist and Lecture Series programs in local and regional newspapers.
  - -distribute Artist and Lecture Series presentations throughout the academic year.
  - -initiate arrangements for baby-sitting services for Artist and Lecture Series programs.
  - -schedule as many Artist and Lecture Series presentations for weekends as possible.
  - -initiate the facilitation of car pools for persons in the region who wish to travel to Boone for cultural presentations.

-The Division of Complementary Education enlists the help of the Development Office to seek funds for a greater number of winter series performances, for a new summer Artist and Lecture Series, for the repair and maintenance of Farthing Auditorium, and for rental of foreign films.

-The Division of Complementary Education initiates a request for funding for a full-time Cultural Affairs Director and an administrative assistant; decides to explore the possibilities of using Horn-in-the-West facilities for summer programs; and sets up a committee to investigate the availability of movie theater facilities.

2. The Intervening Years:

-The Director of Cultural Affairs asks the Alumni Association to identify persons living in various communities in the region who will act as contacts for car pooling arrangements. Year: Spring 1982.

-The Cultural Affairs Director asks the Student Government Association to set up a pool of students interested in earning money by baby-sitting and to establish a contract arrangement. Year: Spring, 1982.

-The Division of Complementary Education and the Cultural Affairs Director set up a committee to investigate potential facilities for the showing of movies. Year: Fall, 1982.

-Development Office initiates a fund drive to support the expanded Artist and Lecture Series, the Foreign Film Series, and the repair and maintenance of Farthing Auditorium. Year: Fall, 1982.

-The Cultural Affairs Director sends notices of upcoming events to local and regional newspapers; single-ticket and season-ticket sales are handled by mail and by telephone. Local newspaper notices include the information that baby-sitters can be found if individuals contact the SGA. Regional newspaper notices include the information that local contact people will help interested persons make arrangements for car pooling. Year: Fall, 1982.

-Job descriptions for two positions are written. Year: 1982.

-Work on Farthing Auditorium is initiated. Year: 1982.
-Artist and Lecture Series performances are scheduled throughout the regular academic year and are scheduled, where possible, for weekends. Year: 1983.
-Non-western cultural events begin appearing in Artist and Lecture Series offerings. Year: 1983.
-The Office of Cultural Affairs provides leadership of a committee to investigate the possibility of renting Horn-in-the-West facilities for use during the summer. Year: 1983.
-The university Personnel Office approves two new positions in the Office of Cultural Affairs. Year: 1983.
-The State Personnel Office approves funding for two new positions. Year: 1983.
-A full-time Cultural Affairs Director is hired. Year: 1983.
-Farthing Auditorium is repaired, refurbished, and equipped. Year: 1983.
-An Administrative Assistant to the Cultural Affairs Director is hired. Year: 1984.

3. Year of Achievement: 1985

Evidence of Achievement: Artist and Lecture Series programs are offered throughout the year. Several non-western cultural events are included in the series, together with artists/lecturers who represent the region and the nation. In addition, a Foreign Film Series has been initiated.

Special Activities IV: The university will provide adequate facilities for the performing arts and other cultural activities.

This objective includes the following goals: Construction of a theater; establishment of an art gallery; establishment of an Appalachian museum facility; renovation of an auditorium for film showings; correction of the inadequacies of Farthing Auditorium.

Some of the above goals should be considered at length to determine if they could best be combined in one plant for maximum building usage and energy conservation. Increased security would be another consideration. For example, the theater and art gallery might be combined for energy conservation, reduced building cost, increased building usage, and increased security for the art collection owing to the building's being occupied later into the evening. The above would be accomplished with little or no competition for space utilization by either organization. Consideration should also be given to whether some of the goals could best be accomplished by the renovation and utilization of existing buildings. For example, renovation of an existing auditorium for film showings; renovation of an existing building such as the Old Library or the Dougherty Home (if purchased) for the Appalachian Museum facility.

1. The Present:

   -Departments and/or committees concerned with the above goals are contacted for building requests and needs. If requests have been made in the past, further study and upgrading are done. Committees are formed to consider combining two or more of the above goals in order to better utilize resources. Committees are composed of the personnel most closely related to the appropriate building usage. Particular care is given to each consideration to eliminate the possibility of inadequacy of space before the completion of any one of the goals.

2. The Intervening Years:

   -The departments and/or committees involved with each of the above goals present their requests to the appropriate dean and/or committee. Year: 1981.
   -The deans and/or committees responsible for each of the above goals submit their requests to the appropriate vice chancellor. Year: 1981.
   -The vice chancellors formulate a set of recommendations which are presented to the Committee for Institutional Studies and Planning for its input. Year: 1982.
   -The recommendations are formed into a capital improvements request which is included in the next budget request. Year: 1982.
   -The Chancellor presents a capital improvements request to the President of The University of North Carolina who accepts it as a part of the UNC budget recommendations to the Board of Governors. Year: 1983.
   -The UNC Board of Governors presents a prioritized capital improvements request to the North Carolina General Assembly. Year: 1984.
   -The North Carolina General Assembly approves the budget, making these structures possible. Year: 1984.

3. Year of Achievement: 1985

   Evidence of Achievement: Construction and renovation begins on the structures that will provide facilities for the performing arts and other cultural activities.

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Special Activities V: The university will seek to provide facilities, financial assistance, and other opportunities for students and faculty to engage in international studies.

1. The Present:

   -The International Studies Council determines the extent to which the Office of International Studies is able to meet the objectives as stated above.

2. The Intervening Years:

   -The International Studies Council studies funding patterns and activities in Offices of International Studies at other universities and recommends to the Vice Chancellor for Academic Affairs an appropriate level of funding and appropriate activities for such an office at ASU. Year: 1981.
   -The Vice Chancellor for Academic Affairs presents to the Chancellor the report of the International Studies Committee and recommends its adoption. Year: 1982.
   -The Vice Chancellor for Academic Affairs approves the proposal for additional funding for the Office of International Studies. Year: 1982.
   -The Office of International Studies receives a substantial increase in funding. Year: 1983.
   -A full-time Director and appropriate staff are hired for the Office of International Studies. Year: 1983.
   -The Director of the Office of International Studies works with academic departments to initiate and stimulate growth of international programs. Year: 1984.

3. Year of Achievement: 1985

   Evidence of Achievement: There will be 1) a greater number of faculty and students studying abroad; 2) more foreign-born students and faculty at ASU; 3) more on-campus courses of an international nature; 4) a greater number of students and faculty doing research abroad; 5) centers for multidisciplinary study; 6) greater advising services to ASU students and faculty in the field of international studies; 7) more cooperation between ASU and other universities in international studies; and 8) an increased effort to seek funding for ASU's international efforts.

Special Activities VI: The university will seek to integrate the facilities of the Center for Continuing Education into the life of the university at large.

1. The Present:

   -A liaison person is established in each of the academic departments, and from these there is formed an advisory council that meets as the need arises with the Director of the Center for Continuing Education to discuss policy matters. This brings about a closer working relationship with the academic departments.

2. The Intervening Years:

-The Director of the Center for Continuing Education and the Dean of the College of Continuing Education discuss the possible purchase of the Daniel Boone Hotel and its development into (1) an Arts Center for the community, (2) a faculty club, and (3) rooms for visitors to the campus. Careful thought is given to the current state of deterioration of this facility, community feelings, and, owing to location, the difficulty in management. Year: 1981.

-The Dean of the College of Continuing Education explores the possibilities of seeking monies for the development of a sliding fee schedule based on ability to pay. Year: 1981.

-The university receives approval of the enlargement of the Center for Continuing Education provided agreeable financing can be obtained. Year: 1981.

-Financing for the enlargement of the Center has been obtained and construction has begun. Year: 1982.

-The enlargement of the Center for Continuing Education has been completed. Year: 1984.

3. Year of Achievement: 1984

Evidence of Achievement: Individual academic departments and university agencies are now taking advantage of and utilizing the Center for Continuing Education as a vehicle for the delivery of appropriate continuing education programs.

Special Activities VII: The university will continue to provide an environment which is open and conducive to special projects which are of service to the people of the region, state, and nation.

1. The Present:

-Giving recognition and consideration to fiscal and human resource limitations, university leaders realize that ultimately some less popular programs/projects will have to be eliminated to provide for the needs of the "new" clientele. However, until such gradual changes occur in the population, Appalachian continues in its efforts to serve the "present" clientele through traditional and ongoing innovative programs.

2. The Intervening Years:

-The continuation of some programs/projects currently being offered (Oral History Project, Appalachian Consortium, "504" Committee, Environmental Studies, Special Services, Upward Bound, etc.) plays a major roll in Appalachian's meeting its purpose/mission by the end of the '80s. Some programs/projects (Earth Studies, Watauga College, etc.) may decline in popularity because of population shifts, changes in age and growth patterns and attitudes.

-Appalachian continues to be involved in updating and revising old projects/programs while creating and introducing new ones to meet the demands of the new "population." Traditional programs continue to meet the demands of ASU's clientele. As women, minorities, and older citizens constitute a large proportion of the population of the region, offerings keep pace with demand through Continuing Education and Community Services programs/projects (workshops, seminars, conferences, clusters, etc.).

3. Year of Achievement: Because of the nature of this objective, the time frame of implementation should be immediate and continuous.

   Evidence of Achievement: Special projects designed for learning experiences have always been a part of ASU's tradition of meeting its basic purpose: "to serve as a force for social improvement." The next decade sees ASU continuing in the same direction.

Institutional Sector: GRADUATE PROGRAM

Graduate Program I: ASU will strive to maintain graduate enrollment at, or above, current levels.

1. The Present:

-The Chancellor presents to the Administrative Cabinet the objective to maintain or increase graduate enrollment. After due consideration, the objective is approved. Through the Vice Chancellor for Academic Affairs, the Graduate School is provided financial support and administrative powers to achieve the goal.

2. The Intervening Years:

-The Graduate School develops a comprehensive plan to recruit students and enlist the assistance of the deans of the degree-granting colleges and relevant support offices to enable the plan to be initiated. Year: 1982.

-In an effort to maintain or increase graduate enrollment:
  - the Graduate School coordinates a university-wide recruitment program which includes the publication of departmental brochures and participation in state, regional, and national career programs;
  - the Graduate School also conducts a regional needs assessment to ascertain the direction of advanced career and professional studies;
  - the university community, to respond as an agent of change, increases support of resident and field-based studies and Community Services;
  - the university administration recognizes the importance of graduate studies by increasing internal allocations and by requesting additional funding from the UNC system;
  - the UNC system provides increased funding for graduate studies and funds all field-based graduate programs;
  - the continuation of the periodic review of graduate programs increases both the competence and the credence of the graduate studies programs;
  - the Placement Office establishes a specific career orientation and job placement service for graduate students;
  - the university administration continues to seek approval for advanced degrees; and
  - increased stipends for graduate assistantships and/or graduate research have a positive impact on the graduate school enrollment.

3. Year of Achievement: 1982 and succeeding years through 1989

Evidence of Achievement: Graduate School enrollment has increased between 1980 and 1982 and the Graduate School continues to maintain enrollment at current levels or above throughout the decade. In-state enrollment has increased 10%, while out-of-state enrollment has increased 49%.

Graduate Program II: The Graduate School will increase its flexibility in order to adjust to changing academic, student, and constituent needs.

1. The Present:

-The Chancellor presents to the Administrative Cabinet the recommendation that the Graduate School increase its flexibility to adjust to changing academic and student needs. After considering the impact of such an emphasis, the Administrative Cabinet approves the objective.

2. The Intervening Years:

-Through the appropriate channels, the Graduate School responds to a request to submit a plan for achieving this objective and, after approval, takes steps to implement the plan. Year: 1982.
-The following are important facets of the increased flexibility of the Graduate School:
  -The review of graduate programs continues as an annual procedure to evaluate the effectiveness of the graduate studies program(s).
  -The results of these reviews have influenced budget allocations for graduate programs, increasing funding in some and decreasing allocations in other.
  -The Graduate School has been responsive to needs for new programs as a consequence of a liaison with the College of Continuing Education and the Office of Community Services.
  -The UNC system supports flexibility with increased funding for both the expansion of graduate programs and an increment in graduate assistantships.
  -A reduction in the faculty-student ratio for graduate-level instruction has been approved.
  -A system for faculty research assignments has been implemented. Year: 1982.
-The UNC system funds field-based programs of study. Year: 1985.

3. Year of Achievement: 1982 and succeeding years

Evidence of Achievement: The Graduate Council has approved amendments in Graduate School policies, procedures, and program directions as recommended through the comprehensive review of graduate programs.

The university community's attitude is both open and responsive to:
  -the concept of change;
  -the graduate studies review process; and
  -input by those served, the agencies affected by the service, and the staff providing the service -- as reflected in internal and external needs assessment.

Graduate Program III: ASU will increase funding for graduate assistantships and scholarships and for graduate research.

1. The Present:

-Chancellor expresses commitment to helping graduate education at ASU by his advocacy for increased funding allocations to the Graduate School and presents to the Administrative Cabinet the recommendation to increase funding for graduate assistantships, scholarships, and graduate faculty research. Year: 1981.

2. The Intervening Years:

-The Chancellor seeks additional out-of-state waivers to encourage high potential graduate students to attend ASU. Year: 1981.
-The Graduate Dean increases funding allocation for research assistants in graduate programs. Year: 1981.
-The Vice Chancellor for Academic Affairs plans for steady increase in allocation to the Graduate School for assistantships. Year: 1981.
-The Vice Chancellor for Development makes additional funds for scholarships available to worthy graduate students through the Graduate School. Year: 1981.
-The Vice Chancellor for Development provides graduate research funds from the ASU Foundation to the Graduate School for allocation. Year: 1981.
-The Graduate Council continues careful monitoring and review of programs -- their quality, research productivity, and viability. Year: 1981 and succeeding years.
-A program of research assignments (released time) for faculty interested in research is steadily growing. Year: 1981 and succeeding years.

3. Year of Achievement: Begins immediately and increases through the decade.

Evidence of Achievement: Annual reports of the Graduate School reflect steady increments in funding for assistantships, scholarships, and graduate research.

Graduate Program IV: ASU will develop and encourage nontraditional graduate degree programs. Such degree programs might include: 1. inter-university doctorates; 2. increased use of summer workshops; 3. international programs making use of satellite telecommunications systems.

1. The Present:

-The Chancellor presents the recommendation to develop and encourage nontraditional degree programs to the Administrative Cabinet which, after careful consideration, approves the objective.

2. The Intervening Years:

- -The university has initiated the following specific steps to enhance nontraditional graduate education at ASU:
  - -Review and update plan for liaisons; determine greatest need and identify specific areas. Year: 1981.
  - -Chancellor seeks UNC position statement. Year: 1981.
  - -Seek particular out-of-state units to begin liaisons for doctorate such as VPI (already at informal stage) and East Tennessee State. Year: 1982.
  - -UNC funds plan for initial cooperative doctorate within the system. Year: 1983.
  - -Formalized plans exist with in-state system and out-of-state universities. Year: 1984.
- -Summer Utilization of Campus:
  - -Chancellor accepts the recommendation to promote the importance of summer months at ASU and makes the commitment to assist the cause of graduate education. Year: 1981.
  - -Early planning (September, October) by the Office of Summer Sessions enables graduate students to plan ahead. Year: 1981.
  - -Renewed recruiting efforts out-of-state. Year: 1981.
  - -ASU plans both regular and special sessions. Year: 1981.
  - -Chancellor presents recommendation to UNC citing need to utilize summer months in the mountains (energy and human resources better used). Year: 1982.
  - -Graduate assistantships increased for summer. Year: 1982.
  - -Special arrangements made to provide tuition reduction for out-of-state or national units. Year: 1983.
  - -Community and family-type arrangements for advanced degrees with living-learning experiences. Year: 1984.
  - -ASU receives funding on state-supported basis; summer enrollment has increased significantly. Year: 1985.
- -Satellite Telecommunications:
  - -Task Group on Satellite Telecommunications is formally named to consider long- and short-range goals, technology problems, and academic programming. Year: 1981.
  - -Program needs are identified. Year: 1982.
  - -Programming occurs in several areas. These may be single thrust efforts or unified graduate programs. Year: 1982.
  - -Appropriate departments, in consort with the Graduate School, seek to develop new advanced degrees which utilize the developing expertise on campus and meet the needs of society and the marketplace. Year: 1983.

- Community and regional groups cooperate in programming efforts. Year: 1983.
- The Chancellor seeks permission from UNC-GA for ASU to offer new degrees. Year: 1984.
- ASU is internationally recognized as a leader in satellite telecommunications. Year: 1989.

3. Year of Achievement: 1981 and succeeding years.

Evidence of Achievement: ASU has a variety of nontraditional graduate degree programs, including inter-university doctorates, programs which utilize the campus in summers, and satellite telecommunications.

Institutional Sector: RESEARCH

Research I: The university will develop an effective structure for the advancement of research.

1. The Present:

-The Chancellor presents this objective to the Administrative Cabinet, which, after careful consideration and possible revisions, approves the plan to create an appropriate administrative structure (either a Center for Research Development or an alternative structure).

2. The Intervening Years:

-The Chancellor directs the Vice Chancellor for Academic Affairs to conduct a study of research needs and goals for both the undergraduate and the graduate programs and appoints a task force to determine non-academic research needs, to examine the compatibility of those needs with the priorities of academic research, and to evaluate the advantages and disadvantages of various models of administrative structure for research. These studies, conducted during 1982, provide essential data about probable outcomes under various structures and cost effectiveness of each. After careful consideration, the Chancellor decides whether a Center for Research Development will meet the needs or whether an alternate structure would be most effective and specifies clearly the range of duties. Year: 1983.

3. Year of Achievement: 1983-84

Evidence of Achievement: A Center for Research Development or an alternate integrative structure is in operation with the specific purposes to increase the resources allocated for research; to provide a more conducive environment for research; to coordinate research support services and resources; to assist in securing external support for research; to provide opportunities for faculty to upgrade their research skills; to promote and publicize research activities; to develop research institutes in cooperation with other universities; to develop cooperative research programs with business and industry; and to honor annually an outstanding researcher(s).

Research II: The university will elevate the importance of research activities at ASU.

1. The Present:

-The Chancellor presents the recommendation, possibly with precautionary amendments, to elevate the importance of research to the Administrative Cabinet, which, after discussing the implications in terms of probable cost and results, approves the recommendation and pledges support for necessary revisions of priorities to increase research productivity at ASU.

2. The Intervening Years:

-The Chancellor appeals to the UNC-GA for funds to increase stipends for graduate students, initiate a research assistant program, and establish a system of research assignments (released time). The Chancellor requests plans and documentation from the ASU committees and administrative offices he deems appropriate. Some academic departments and colleges seek outside sources of funds for their own graduate students and research assistants. Year: 1981.

-The University Research Committee meets with representatives from the academic departments and college-level research committees to begin considering university-wide guidelines to determine the place of research in the evaluation of faculty. Year: 1981.

-Additional funding enables the university to secure research assignments; establish a research assistantship program; increase stipends to attract more highly qualified students; and secretarial help for typing manuscripts. The UNC-GA provides the bulk of these funds, but some academic departments and colleges are obtaining additional outside monies for research assistantships and stipends for their own graduate students. Year: 1982.

-Research committees of the degree-granting colleges remain active to provide encouragement and aid in the colleges' research activities. Year: 1982.

-Deans of the degree-granting colleges and the Dean of the Graduate School meet to formulate policies to integrate graduate instruction and research. Year: 1982.

-University-wide guidelines for faculty evaluation are adopted by the Faculty Senate and approved by the Vice Chancellor for Academic Affairs. These guidelines, formulated by the University Research Committee in consultation with representatives from the academic departments and reviewed by the deans of the degree-granting colleges and the Dean of the Graduate School, stress research productivity as well as instruction and service as criteria in determining faculty retention, promotion, tenure, and merit pay.

3. Year of Achievement: 1982

Evidence of Achievement: In evaluation of faculty research activity, as well as instruction and service, is considered; the university has also increased funding to provide an environment conducive to faculty research, providing research assignments, secretarial support, special equipment and supplies, and funds for page costs.

of the statement of purpose should allow for a regular consideration of the meaning of this commitment.

Research: The commitment to excellence in research is not new. However, greater efforts to realize this goal would have a positive impact upon research activities.

Purpose II: ASU will seek to make its statement of purpose operative by requiring that all new university programs, initiatives, and commitments be consistent with its official statement of purpose.

Impact upon Institutional Sectors:

Administration: Achievement of this objective would involve additional paperwork which might not be welcomed by administrators. However, it should serve to remind administrators of the institution's stated purpose as they engage in planning new ventures.

Educational Program: Although careful procedures for curricular and program changes already exist, this objective would further ensure that the educational program is consistent with ASU's statement of purpose.

Financial Resources: Careful evaluation of new ventures in terms of the university's statement of purpose might result in some initiatives being rejected, with consequent financial savings. But the extra paperwork involved in justifying new programs would involve some additional cost.

Faculty: No direct impact upon faculty, except as they might be involved in proposing new programs. However, faculty members concerned about adherence to the statement of purpose should welcome the intent of this objective.

Students: No direct impact upon students, except to the extent that they benefit from efforts to ensure that the university remains faithful to its statement of purpose.

Physical Resources: The purpose or function of new facilities and other physical resources would have to be compatible with the institution's purpose. This might have some impact on capital improvements priorities.

Special Activities: Special Activities would receive additional scrutiny to ensure that each was compatible with the university's purpose. This might have some impact on the types of activities undertaken and should be beneficial to the image of this sector.

Research: Grant proposals already undergo an internal screening procedure. This objective would simply reemphasize the need to consider compatibility with the institution's statement of purpose.

Purpose III: ASU will establish a procedure to review periodically the implementation of institutional objectives recommended in the final stage of the self-study.

Impact upon Institutional Sectors:

Administration: Achievement of this objective will require the cooperation of the appropriate administrators in reporting upon actions taken with regard to the self-study recommendations in their areas and their willingness to be receptive to recommendations from the Institutional Studies and Planning Committee for revisions or additions to the plan in the future. In effect, it will require administrative support for the long-range planning activities of this university committee.

Educational Program: The educational program should benefit from ongoing attention to the objectives proposed for this sector, as well as from future long-range planning with regard to the curriculum and instruction.

Financial Resources: This sector should benefit from attention to achievement of the objectives recommended for it, as well as from long-range financial planning in the future.

Faculty: The faculty should benefit from ongoing attention to achievement of the objectives recommended for the faculty sector, as well as from the participation of faculty representatives in the long-range planning process.

Students: Students should benefit from the attention given to achievement of objectives directed specifically to their needs, as well as to the good of the institution in general. Future students should also enjoy the benefits of effective long-range planning.

Physical Resources: Physical resources should benefit from attention to the achievement of objectives meant for this sector, as well as from effective long-range planning in the future.

Special Activities: This sector should benefit both from attention to achievement of the specific recommendations for Special Activities, as well as from future long-range planning activities.

Research: This sector should benefit from attention given to the achievement of objectives which seek to enhance research activities at ASU.

Institutional Sector: ORGANIZATION AND ADMINISTRATION

Organization and Administration I: To implement programs leading to greater energy conservation, efficiency, and accountability and to be prepared to evaluate academic, co-curricular, and extra-curricular programs in terms of energy consumption versus their value to the institution.

Impact upon Institutional Sectors:

Administration: All programs implemented for energy conservation require administrative decisions as to personnel, funding, physical facilities needed, etc. This will necessarily mean increased personnel in the administration and increased responsibilities for the present administration. A larger percentage of the university's resources will be concentrated on administration. It will take a very sensitive and conscientious administrator to continually reemphasize the university's commitment to education first and foremost rather than energy conservation, administrative empire building, financial concerns, budgeting of his/her time, and other such side issues.

Educational Program: The stringent effort to be energy efficient can have a wide and potentially adverse effect upon the educational program unless there is careful regard for academic values. Travel to New York, Washington, and other locales has inestimable value to various academic programs and should not be judged strictly on an energy efficient basis. New courses of study in the field of energy will have little effect upon the educational program since the university has maintained flexibility in its curriculum.

Financial Resources: Establishing an Office of Energy Systems Management will be an ongoing expense for personnel, housing, office expenses, etc. Hopefully, the energy cost savings resulting will make it financially efficient. Implementing changes suggested for energy efficiency may entail initially large financial outlays.

Faculty: One particular area of direct impact upon the faculty by the emphasis on stringent efforts to achieve energy conservation is the restriction upon travel. Faculty members need the give and take with their peers at other institutions to stimulate ideas, etc. ASU is geographically isolated and the faculty need more help, not less, by the university to travel to meetings, conventions, etc. Revision of the academic calendar has many virtues for energy saving, but care must be taken lest our calendar be so out of synchronization with other institutions that our faculty be further isolated and such worthwhile educational experiences as visiting professors and teacher exchanges be curtailed. Field trips, off-campus facilities, etc. have been used by the faculty extensively in their teaching. Their curtailment for energy conservative reasons alone would be questioned by the faculty. "New teaching methodology and/or alternative delivery systems" mandated by energy and economic constraints will directly affect the faculty who must adopt these methods.

Students: Again, energy conservation must be weighed against the value of what is curtailed. Students are especially concerned with field trips, off-campus facilities, athletics, etc. Many students are extremely provincial and need the exposure to New York, Washington, etc. Revision of the calendar must be carefully done so that student transfers from one institution to another can be facilitated. However, one calendar revision which might result in energy saving is to schedule more required classes on Saturday mornings and Friday afternoons to discourage student travel every weekend. A shuttle bus from metropolitan centers would perhaps work well during the semester for weekend travel when a large amount of personal belongings are not involved, but it might be questionable whether students would use it to move everything at the beginning or ending of the school year.

Physical Resources: If implemented, this objective's impact on the physical resources of the university would be all-encompassing. Every facility, every building, etc. would be studied and affected.

Special Activities: Energy conservation would be an important consideration in evaluating, curtailing, initiating, or continuing every special activity carried on by the university.

Research: Research into ways of developing energy efficiency and conservation will be of highest priority. Travel and field trips by faculty and students to conduct research will be of increased difficulty under energy conservation restrictions.

Organization and Administration II: In the face of adversity such as dwindling financial resources, greater competition for those resources which are available, increased state and federal regulations affecting both admissions and personnel policies, and public demand for greater accountability, the administration will be prepared to make whatever changes are necessary to promote and ensure the financial security of the institution.

General Comment: Toward the end of "financial security," any conceivable means to achieve such security might be justified. This objective effectively authorizes the administration to make decisions regarding all institutional sectors with consideration only for the "financial security" of the university. This objective and the authority designated are perceived as inappropriate for a public educational institution. The educational effectiveness of any decision must be continually kept in mind, as well as its impact upon the members of the university community, including faculty, staff and students. Otherwise the effectiveness of the entire decision-making process is in jeopardy.

See the Stage Eleven reports for Financial Resources I, II, and III for evaluations of other objectives which address the financial security of the institution.

Organization and Administration III: Implement immediate measures which will allow Appalachian State University to maintain the controlled growth of the student body while taking positive steps to ensure that the overall quality of the institution and its academic product will not be compromised.

General Comment: The question of the desirability of "growth" should be carefully evaluated prior to any immediate implementation of measures to promote it. (See also comments on the implication of increased growth in Stage Eleven report on Financial Resources V.) Any effort to increase enrollment without adjusting other areas (such as faculty work load, programs, physical plant, etc.) could be very limiting and reduce the educational effectiveness of the university. The real meaning of the objective is perceived to be: to take action to maintain the growth of the student body and to maintain the overall quality of the student body. The intent to do both things at the same time seems unrealistic and thus does not lead to any practical program for its accomplishment.

Impact upon Institutional Sectors:

Administration: With more students, more administrative assistants will be needed. With a slow, controlled growth this should pose no problem. There may be more demands for recruiting, and thus either more administrative staff hired or increased work load for existing administration.

Educational Program: An increase in student body should provide the FTE's necessary to increase the number of ASU programs. On the other hand, the quality of programs may not necessarily improve if more programs develop. The whole question of "Is bigger better?" should be carefully considered.

Financial Resources: Provided student fees continue to represent a reasonable proportion of the cost of education, there should be no negative effects on financial resources. Fast-paced inflation will hurt if fees cannot keep up. Some resources channeled to advertising and recruiting programs will be lost in other areas.

Faculty: Controlled growth without corresponding faculty growth will put an increasing pressure and burden on some areas of the curriculum and its faculty in areas including class size, advising, program development, etc.

Students: Students may increasingly feel alienated -- a number in a large mega-university. Economies of scale may reduce tuition charges. But at the saturation point, more students may mean the need to raise tuition. Faculty availability and housing may also present problems for the students.

Physical Resources: High enrollment without a corresponding increase in facilities will put a heavy burden on existing facilities. With a growth in enrollment there should be a corresponding increase in funds, permitting the university to keep pace in facilities.

Special Activities: With steady funds and increasing enrollment, fewer monies will be available for special activities. Also administrative, faculty, and staff support may be taken from special activities to provide support in more traditional areas.

Research: Higher enrollment without an increase in faculty will put an increasingly heavy strain on faculty with a consequent decline in research output. However, if monies keep pace with enrollment, research may not suffer significantly.

Organization and Administration IV: For the administration to be prepared to revamp the academic structure of the university in order to respond to a collegial organization which will more clearly emphasize and differentiate the academic programs, objectives, and interests in the natural, physical, mathematical, and technical sciences from those of the social sciences, fine arts, or humanities.

Impact upon Institutional Sectors:

Administration: A major impact of the creation of a new college and reorganization of existing colleges will be felt here. Benefits of specialization and increased focus on departmental needs by each dean must be weighed against the burden of an increasing demand on resources, fragmentation of interests, and need for effective intercollege and interdepartmental liaison.

Educational Program: While a new college structure will allow more effective coordination of curriculum and development of new academic programs within the new colleges, coordination which has existed among some departments may be difficult to achieve. Benefits of program specialization must be weighed against benefits of a balanced curriculum and requirements. Additionally, as funding for programs shift with the social tide, support for all programs must be guaranteed in the interest of a balanced curriculum.

Financial Resources: Reorganization of the collegial structure and increasing departmental specialization will require some increased expenditures for new facilities, learning and laboratory facilities, faculty, and administration.

Faculty: A new structure would allow increasingly effective faculty input to departmental chairpersons, deans, and administration, resulting in opportunities for increased specialization and intradepartmental coordination and cooperation, and expansion of faculty in certain areas. However, faculty may be inhibited by isolation of departments in separate colleges and by the lack of healthy exchange of ideas.

Students: Students would benefit from the increased quality and depth of specific programs and the increased availability of resources. However, a well-rounded education will depend on effective interdepartmental relations which would prevent a student from becoming overly involved in one area. Students may also find it difficult to gain information from areas not directly involved with their major in a highly specialized administrative context.

Physical Resources: While a reorganization of office and classroom space might suffice, major structural changes and administrative expansion will ultimately require additional space. Expansion of the curriculum would also entail expansion of relevant educational resources, for departments and for the library.

Special Activities: Departmental restructuring would improve the quality and relevance to specific educational goals of some special activities, such as public programs. A balance and variety of special activities should be maintained to ensure their popularity and relevance to university goals.

Research: Definition and planning of research among departments in the new homogeneous colleges would undoubtedly improve the quality of such projects. Coordination among departments involved in similar research projects would be a uniting force. However, such coordination across college lines might be made more difficult by a new college structure.

Organization and Administration V: To provide the organizational structure and administrative leadership for the integration (combining) and enhancement of research functions and responsibilities under one unit which will be able to direct, coordinate, and promote these activities in the most efficient and effective manner possible.

Impact upon Institutional Sectors:

Administration: The administration would probably have to restructure some current office or add responsibility to the Graduate School to implement this objective.

Educational Program: No significant impact unless quantity and quality of research increased significantly as a consequence of restructuring.

Financial Resources: No attempt should be made to provide an organizational structure unless money is budgeted to do it and to provide leadership separate from some other responsibility to the university. Careful reorganization and integration of research functions might result in financial savings.

Faculty: No impact unless faculty views administration's emphasis on research activities as threat to the faculty's security and future. There would be resentment if reorganization resulted in increase in number of administrators.

Students: No immediate impact.

Physical Resources: No new demands.

Special Activities: No impact of significance.

Research: Leadership, guidance, and support functions would be enhanced and might result in greater research productivity.

Organization and Administration VI: To implement programs which will promote and provide for the continued personal and professional development of ASU's faculty, staff, and students.

Impact upon Institutional Sectors:

Administration: Achievement of this objective would require heightened administrative concern for these needs and the provision of staff to serve them.

Educational Program: Achievement of this objective might involve use of the educational program to foster the concept of education for human development. Courses that offer life/career development and enrichment could be added to the curriculum; continuing education programs for faculty, staff, and students could be increasingly accepted for credit and merit recognition as academically legitimate. Moreover, ASU's educational program will be enhanced by a faculty which continues to enjoy opportunities for professional and personal development.

Financial Resources: The cost of professional development will increase. If the commitment is genuine, workshop, travel, secretarial, and supply funds are necessary on a continuing and hard money basis. Tapping new sources of revenue will be necessary, although support budgets need not be lavish to make a difference.

Faculty: Faculty morale and productivity will increase. This approach mirrors the facilitative and developmental approach to working with students. If professional development is done in ways effective for faculty, they will experience firsthand the kind of assistance in development their adult students deserve. However, faculty will find less time available for professional development unless it is built into their work load and the reward systems.

Students: Students would be increasingly responsible for their own learning and would view education as a lifelong process. The university would benefit in increased enrollment of adults who come into and out of college on an 'as needed' basis for their continued personal and professional growth and development.

Physcial Resources: This objective may necessitate greater utilization of physical resources. Some problems may result in terms of scheduling conflicts and overlapping programs.

Special Activities: No direct impact on regional services except as enhancement of Campus-Wide and Public Programs would benefit the region.

Research: Faculty will publish in greater numbers as the need for scholarship is given increasing importance through professional development programs. Undergraduate and graduate students will be encouraged to work with faculty on projects. Research funds and individual grants for faculty will be more readily available and sought after by faculty and departments alike.

Institutional Sector: EDUCATIONAL PROGRAM

Educational Program I: To provide for continuous engagement, among students and faculty, in critical exploration of values and ethics as these relate to both individual and social dimensions of life.

Impact upon Institutional Sectors:

Administration: In order for this objective to be realized, the administrative units of the university will have to join in a cooperative effort to support curriculum changes, some nontraditional methods of delivery, and evaluation of requirements. Implications involve assignment of teaching load credit, faculty assignment to various sectors of the university, and financial support for new programs.

Educational Program: This objective would touch many areas of the educational program: a) many traditional courses could incorporate values and ethics as a part of the syllabus; b) the General Education requirements would have to be examined; c) new courses would have to be implemented.

Financial Resources: Financial resources would have to be shifted, but the realization of the goal would probably be no more expensive than the present program.

Faculty: Some faculty development would be a necessity. Delivery of courses would need examination and restructuring. Faculty would have to work with colleagues in multi-disciplinary offerings. Faculty would need to understand and accept the importance of the exploration.

Students: Some students, accustomed to learning in a traditional manner, may find the testing of ideas by values and ethics disturbing; after realizing the importance, most students should welcome this new approach and realize its worth as a part of their studies which will have lasting application.

Physical Resources: This goal should not require additional physical resources; some reassignment of space may be necessary.

Special Activities: If values and ethics are to be examined in their social context, students must be brought into contact with views of various segments of society. This may involve getting students out into social settings and/or bringing representative groups to the campus.

Research: Research is necessary for new ideas. If students are involved in a "critical exploration," research by both faculty and students is mandatory.

Educational Program II: To provide for education in cultural diversity, particularly as this relates to the continuing viability of American society as an ongoing experiment in cultural pluralism and as it relates to intercultural communication and understanding at the international level.

Impact upon Institutional Sectors:

Administration: This goal will necessitate analysis of the appropriate administrative location of new and expanded programs, such as interdisciplinary, minority, regional, or women's studies. Greater coordination will be required among Academic Affairs, Business Affairs, and the Development Office, and among the college deans. Additionally, the administration may need to consider the development of relationships with consultants or training of staff skilled in international affairs.

Educational Program: This goal will necessitate evaluation of all departmental course offerings, creation of new courses, revision of existing courses, and evaluation of interdisciplinary programs and course offerings, with strengthened or new interdisciplinary courses. The resulting wide variety and depth of curriculum must be weighed against the possible neglect of traditional subject materials.

Financial Resources: External funding would be desirable for faculty development and recruitment, departmental curriculum development, acquisition of new materials for departments, learning resources, and archival and other collections, for course offerings in nontraditional settings, for faculty and student exchanges, and for public programs, such as workshops, speakers, and traveling exhibits and performances. While the cost of meeting this goal will necessitate thoughtful, careful planning, the lack of new funding sources might strain traditional programs.

Faculty: This goal will require faculty to develop or expand expertise in minority, regional, and cross-cultural areas, and may require the recruitment of new faculty. While some will embrace this focus as an avenue for professional growth, others may resent a potential neglect of traditional western academic areas. The overall impact should be greater diversity in faculty expertise, greater interdisciplinary and college communication, wider faculty expertise, and an enriched academic environment.

Students: While some may consider new requirements overly rigorous, students will have the opportunity for dynamic understanding of their own cultural context in terms of the local and an international setting. A broadened sense of alternatives and skills for postgraduate study and professional employment in both the local and international setting will result. While new programs sensitive to the regional, minority, and international context will increase the cultural diversity among the student population and enrich the academic environment, resentment of, and adjustment difficulties for, minority and foreign students must be addressed by significant student activities and support systems.

Physical Resources: Full realization of this goal might include expansion or creation of laboratories, museums, or other facilities to house material or archival collections and development of nontraditional classroom settings, which would be costly but would enhance the academic environment.

Special Activities: A new and strengthened curriculum which addresses the minority and regional context will lead to greater respect for and utilization of the university's role and resources among the regional and minority population. The curriculum will have to be supported by public programs, traveling exhibits, performing artists, workshops, intercultural exchange programs and festivals.

Research: This goal will depend on new, well supported faculty research, including interdisiciplinary research projects and projects involving students. An expanded, well coordinated, and diversified program would enhance the university's ability to attract research support.

Educational Program III: To provide for education with respect to the multifacted problems and implications of human interaction with the environment, particularly inclusive of instruction which will raise the level of sensitivity to the complex network of value issues which are at stake in all environmental policies.

Impact upon Institutional Sectors:

Administration: This goal may necessitate evaluation of administrative location of new programs, strengthened programs, and interdepartmental or intercollege cooperative programs. It will also require greater administrative attention to new and developing projects and consideration of the university's physical accountability for its own energy utilization/environmental impacts.

Educational Program: Implementation of this goal will necessitate examination of departmental curricula, creation of new courses, development of course offerings in nontraditional, experiential, and experimental settings, development of interdepartmental and intercollege course offerings, and consequent revision of requirements.

Financial Resources: New external sources must be found for faculty and student research, for laboratories and equipment, for supplies and materials to support the curriculum. Without new resources, internal resources will have to be reallocated which may lead to the under-allocation of funds for other traditional programs.

Faculty: Faculty will be required to have enhanced expertise in these areas. There will be greater demand on those faculty who have expertise, and professional growth and personal self-satisfaction for those faculty who have interest in this area. This concentration may be threatening to faculty who neither have the appropriate interest or expertise.

Student: The student will gain knowledge of and sensitivity to relationships critical to understanding of, and survival in, the modern world. This focus will give students exposure to, and expertise in, new career opportunities and lifestyle options.

Physical Resources: This goal will necessitate expansion or development of laboratories, museums, and sites for conducting classroom work, experimental research projects, and could strain the limits of existing resources or necessitate de-emphasis on traditional use of existing resources, particularly if external support funds are not forthcoming.

Special Activities: Curriculum offerings to meet this goal would attract an element of the local population which otherwise may not make use of university resources. Projects which address human/environmental relationships would have a special appeal to a segment of the local population which has chosen this environment because of the traditional human/environment relationships. In addition, projects, research activities, workshops, and speakers would be appealing to the local community.

Research: In order to realize this goal, both new and expanded faculty and student research will have a positive impact on the quality and quantity of research. However, research priorities to meet this goal may not be applicable to some areas.

Educational Program IV: To provide for elevation of the level of communication skills and the level of appreciation of the language arts.

Impact upon Institutional Sectors:

Administration: The general feeling among the administrators might be that if Appalachian begins stressing basic communication skills and consequently requiring remedial courses of a large number of its students, the word would spread among potential students and the result would be a substantial drop in the admissions pool, thus causing the adoption of severe retrenchment policies. However, student reaction may be positive toward remedial courses because those courses would improve their abilities in university studies. Given that reaction, the administration would be pleased to foster a greater emphasis on communication skills.

Educational Program: Implementation of this objective includes the recommendation that all departments establish a new course titled "Source Readings," with the prerequisite that a student must have received a "P" on the basic communications entrance exam or have passed with a minimum grade of "C" the course titled "Improving Basic Communication Skills." If approved, this requirement would increase the complexity of course offerings; possibly curtail the number of existing course offerings; and increase the number of courses in graduation requirements.

Financial Resources: Additional funds would be necessary for faculty, supplies, etc., for teaching remedial or basic communication skills courses. This would require new outside funds or reallocation of existing funds.

Faculty: All faculty members would have to agree to the concept that they, as well as the specialists, share the responsibility for teaching basic communication skills to their majors and agree to provide opportunities for developing basic communication skills in each course they teach by incorporating required short papers, one paper of extended length, and oral reports as part of the basic requirements. All faculty members would have to agree to accept the responsibility of referring students whose work/performance demonstrates a lack of basic communication skills to a special center for individual or group help. Some faculty might feel, because of remedial courses, that the quality of work from students in their courses has greatly improved. However, this procedure could prove to be overly time-consuming for faculty, require the hiring of new faculty, and could take away preferred courses being taught by existing faculty.

Students: Students that fail to pass the basic communications entrance exam would greatly benefit from a course such as "Improving Basic Communication Skills" and should be required to complete the course successfully before being admitted to their degree-granting college. Their skills would be greatly enhanced by such a course. However, there may be a danger of lowered self-image and a feeling of social exclusion for such students unless the course is well sold.

Physical Resources: Additional classrooms and/or study labs will be necessary to teach remedial or basic communication skills courses.

Special Activities: Efforts on campus to improve communication skills and language arts could rob resources from other areas. (Example: Would resources for field-based programs be diluted if more emphasis is put on remedial programs on campus to improve communication skills?) However, the positive reaction would be increased utilization of university resources and programs by nontraditional students.

Research: Faculty members involved in remedial or basic communication skills courses would have less time for research projects. The potential long-range benefits could be greater credibility for the university by funding agencies, and greater involvement by skilled students in faculty research projects.

Educational Program V: To provide for a renewed commitment in the university's academic programs to meet the needs -- within our definition of mission -- of all elements of society.

Impact upon Institutional Sectors:

Administration: Planning and coordination of diverse programs to meet this goal could require expansion of administrative personnel and appropriate funding to ensure the stability of existing, as well as new, programs.

Educational Program: The educational program will benefit from expanded curricular offerings if creativity is fostered, quality maintained, limitations recognized, and overly rapid expansion avoided. If the temptation to create "showcase" programs is avoided, except where carefully developed and related to the overall program, the educational program will be enriched.

Financial Resources: A severe impact upon financial resources could be felt by trying to meet the needs of all segments of society. Undoubtedly, even the smallest extension of programs into new areas will cost; however, beneficial expansion is justifiable. The limitation of financial resources will necessarily be the major guideline in planning for expansion.

Faculty: While the faculty may suffer from a greater work load in planning and implementing new programs and new faculty will be needed, faculty will benefit from the opportunity to deal with a variety of students, subjects, and formats in areas where they have special interests.

Students: Full-time and part-time students will benefit from a well planned program and from exposure to peers from varied cultural and age backgrounds. If tokenism is avoided and incentives for nontraditional students are planned to benefit traditional students from the "feeder" areas of N.C. as well, new programs would be in harmony with public attitudes, the world and national situation, and provide a varied and enriched setting.

Physical Resources: Increased library resources and classroom space may be necessary for expanded curricular offerings, and administrative and faculty increases would require increased or reallocated office space. No major impacts will be felt unless enrollment increases.

Special Activities: A major impact will be felt here as special activities increase dramatically, although financial resources will limit the number of new programs. Detailed planning of outreach programs will attract a new clientele, but will require great coordination with the academic program.

Research: This goal will result in a wider variety of research activities, particularly from grant sources for minority studies, and will broaden the university's research activities.

Institutional Sector: FINANCIAL RESOURCES

Financial Resources I: The university will institute a program of continuous reexamination of financial priorities.

General Comment: Effective financial planning requires active involvement of the administration and should have desirable effects on all programs and areas. However, "continuous" reexamination of priorities is highly inefficient. It produces a great waste of energy, a lack of constancy and direction of programs and goals, and an inability to maintain the constancy of direction needed to maximize progress toward chosen objectives. For maximum efficiency in the use of resources it would be better to establish longer-range priorities for the allocation of all of the university's resources (human, physical, and financial) and to freeze these priorities as part of three- to five-year plans. Then program changes would be evaluated in terms of the priorities and be adequately justified before being approved. The following comments are related to the objective as stated.

Impact upon Institutional Sectors:

Administration: Wasteful in the use of resources and lack of intermediate and long-range direction.

Educational Program: Wasteful in the use of resources and human energies and therefore detrimental to the effectiveness of educational programs.

Financial Resources: Wasteful.

Faculty: Frustrating, wasteful in the use of faculty time, and detrimental to faculty morale because of the lack of certainty introduced by "continuous reexamination."

Students: The students would feel the frustrating and resource- and energy-wasting effect of the "continuous reexamination" process.

Physical Resources: It would be difficult to plan and carry out the long-range program for physical resource development if priorities are under continuous reexamination.

Special Activities: Detrimental because of the resource drain required by the continuous reexamination process and the lack of dependable long-range priorities.

Research: See comments under Special Activities.

Financial Resources II: The university will pursue rigorously a program of conservation of resources in order to offset the dwindling supplies of new money.

General Comment: While there is certainly value in reducing or eliminating waste, it is important to decide how "rigorously" conservation will be pursued. It is possible for a rigorous pursuit of conservation ultimately to cost more than the success achieved in meeting the objective. For example, lowering temperatures or eliminating a night class to conserve energy might be detrimental to the effectiveness and value of a program worth more educationally than the energy cost. Since university personnel, including staff, faculty, and students, are perhaps the most valuable resource, the university should seek to facilitate the effectiveness of personnel in planning the university environment. The availability and location of resources should be carefully examined in an effort to reduce the inefficiency of any university personnel. This kind of rigorous pursuit may be more effective in the long run than other kinds of conservation.

Impact upon Institutional Sectors:

Administration: New positions will become available at a decreasing rate. Administrators throughout ASU will be forced to take a hard look at their reduced budgets and plan appropriately by becoming more cost efficient. There may also be, however, more administrative work for those making decisions about the conservation of resources.

Educational Program: Will be tightened up and there may be fewer options for new programs. Programs with a trend toward decreasing enrollment will be closely evaluated to justify continuance or deletion. Standards of existing programs will continue to be high. The theme of quality with conservation should improve, not hurt, the programs at ASU, though there is an increased risk of disagreement about which programs should be retained or deleted.

Financial Resources: Will be a high priority with a great increase in efforts to locate and induce a variety of sources. This area will require increases in staff to better equip for the increased demands.

Faculty: New positions will be available at a decreasing rate. Departments will insist that faculty utilize every means available to conserve not only departmental funds (travel, subsistence, research, equipment, staff support), but also to seek new ways to minimize classroom costs (heat, light, space utilization, etc.). There may be fewer opportunities for faculty development.

Students: May or may not find that more money is avaiable for scholarships, loans, and work-study allocations. They may find that classroom resources, structure, and temperatures, as well as living areas, have been adjusted with the conservation effort. Class size may increase in conserving space. Any changes in the calendar which would delay the end of the spring semester would have a detrimental effect on students' ability to get summer jobs.

Physical Resources: Every effort should be made to utilize physical resources to the maximum capacity. ASU buildings and grounds will be carefully evaluated to determine effective, efficient use. Conservation will also encompass the utilization of personnel as a resource. Care should be taken that cutting down costs does not compromise the educational value of programs and personnel.

Special Activities: May be reduced as cost prohibitive in the efforts to conserve.

Research: More research will be done to study ways to economize within ASU and to develop areas of financial resources. Less money will be available for faculty and student supported research projects not consistent with this effort.

Financial Resources III: The university will pursue a policy of reallocating resources rather than expecting funding for all new projects.

General Comments: As in any effort to conserve, reexamine, or reallocate resources, the frequency with which decisions are evaluated should be considered. The continuous shifting of resources from one area to another would be detrimental to any effort for continuity and stability. Further, cutting one program on behalf of another might present serious morale problems for those whose programs have been eliminated or reduced.

Impact upon Institutional Sectors:

Administration: Reallocation of resources will require much of the administration's time and talents (as budgeting always has, will, and should). The administration will also serve as the mediator between competing groups desiring the existing resources.

Educational Program: Expensive, small, underutilized programs and those meeting specialized needs may suffer to benefit less expensive, growing, and more popular programs as well as those meeting more general needs. There would be competition for resources for existing and new programs.

Financial Resources: Financial considerations may become increasingly important in making decisions about programs. No apparent direct impact otherwise.

Faculty: Positions may be lost in some programs and gained in others (see section on Educational Program). Competition will be high among departments for existing funds. Cutting faculty would be detrimental to faculty morale.

Students: Availability of less popular, but desirable, courses may be limited. Conversely, popular programs will receive funding at a level which will make them available to more students.

Physical Resources: Maintenance of existing resources will take priority over replacement. Difficult decisions about the utilization of physical resources would have to be made. Any new physical resources must be as economical and efficient as possible.

Special Activities: There would be decreased growth of special activities and some activities would have to be sacrificed for others. There would be competition for the funds allocated to special activities.

Research: Again, competition and shifting of funds would occur. Non-externally funded research would be most likely to be cut.

Financial Resources IV: The university will plan to seek funds for "investment" (or multiplier) purposes, wherein a definite "payback" would be achieved.

General Comment: In general, the meaning of "investments" and "multiplier" is unclear. Does this refer to endowments, stocks and bonds, land purchases, involvement by the university in business activity, or something else? The objective should be clarified. Further, any major effort to seek grant funds is costly in terms of resources (time, energy, and other costs) which might be diverted from other areas. There is a risk that the effort for "development" might become out of proportion with the university's educational goals.

Impact upon Institutional Sectors:

Administration: Staffing will have to increase to administer the investment programs, consequently drawing off a portion of the funds realized. Initially these monies would have to come from traditional sources.

Educational Program: Increased revenues could be used to add to programs. Possibility that these programs would be dictated by the sources of funds (e.g., business) with a possible slighting of liberal arts programs.

Financial Resources: Should improve. Possibility that the state legislature will cut ASU funds as the investments succeed in giving ASU nontraditional resource base. It is also possible that the state legislature might increase funding as has occurred at other UNC institutions (e.g., Chapel Hill).

Faculty: Funds may provide for more faculty and therefore release faculty from heavy teaching loads, thereby permitting more research and publication. Some faculty may not enjoy playing the role of fund-raiser or salesman. Also would necessitate released time for faculty fund-raisers.

Students: Scholarship monies should increase, but again monies may be designated by contributors to go only to students in particular fields. This could preclude some students from attending ASU, thus reducing the heterogeneity of the university.

Physical Resources: No negative effect. Increased monies could be used to increase the number and quality of the ASU physical plant and library holdings, A-V equipment, and other technical equipment.

Special Activities: No negative effects. There could be an increased amount available for special activities.

Research: Again there is a possibility that funds could be designated by donors with special areas receiving funds. Generally more released time should be available and more funds directly available for faculty research.

Financial Resources V: The university will strive to assure an adequate level of funding by maintaining a high level of student enrollment while encouraging more diversity and excellence within the student body.

General Comment: This objective seeks to achieve high enrollment in order to keep the funds coming in, and at the same time it seeks to improve the academic capability of the students and the diversity of the student body, including (a) brilliant, (b) out-of-state, and (c) foreign students. No one would argue with the desirability of having a highly qualified student body with considerable diversity as to geographic and cultural background. But if this objective is taken very seriously, a considerable effort could be expended, with considerable cost to the university, and without much assurance of success. A major shift of resources out of other programs and into the recruiting effort would obviously have a detrimental impact on the other programs. Further, to say "we are in favor of this" is one thing. To say "we are ready to commit a significant sum of money and resources toward trying to achieve this objective" is another thing. It is not possible to read the objective and to see which is the intent.

Impact upon Institutional Sectors:

Administration: The shift of resources from other sectors of the administration into the increased recruiting effort could have a detrimental impact on other administrative activities. Too much success in bringing in additional students, both in number and diversity, could increase the administrative burden and increase costs of administration.

Educational Program: A large and diverse student body offers the opportunity for a great variety of educational programs, but it also offers the challenge of increased responsibilities of the faculty, and the danger that some faculty in some departments may find themselves spread too thin to maintain the excellence of their courses and programs.

Financial Resources: More students will bring more money; more recruiting effort will require more money and other resources.

Faculty: Faculty will not be as likely to be unemployed as a result of declining enrollments; some faculty may be called upon to assist in recruiting efforts; some faculty may find themselves overburdened by the large and diverse student body.

Students: Effect on the students will be either beneficial or detrimental, depending upon the resource drain from the recruiting drive, diversification, new programs, etc., as against the value of the additional enrichment as the academic proficiency of the average student increases (if that happens) and as the student body includes more people with diverse geographical and cultural backgrounds.

Physical Resources: Some parts of the university have a serious physical resource shortage now. Some slacking in enrollment could help to ease this problem; efforts to maintain and expand enrollment can exacerbate this problem. With high enrollments, additional physical facilities can be justified, but usually the physical facilities lag behind the need by several years.

Special Activities: An academically talented and diverse student body provides a [illegible] resource from which to develop special activities of various kinds. But additional pressures on faculty members because of a larger, more diversified student body may reduce the amount of time which can be devoted to designing, directing, and assisting in special activities. Also, an increasingly diverse student body may request increasingly diverse special activities.

Research: Some resource shifts might be detrimental to research activities, and brighter and more diversified students might be more likely to stimulate professors to undertake more and better research. But, in general, it isn't likely that there would be any significant impact on research.

Concluding Comment: Another issue involved in this objective concerns the question "How big is best?" (also applicable to Organization and Administration III). If we are willing to allow our enrollment to drop somewhat, we are much more likely to succeed in improving the academic quality and diversity of the student body. If our objective is to maintain or to increase the size of the student body, we are less likely to succeed in improving quality. But if enrollment is reduced by any significant amount, this will reduce financial resources and will force some program cutbacks. Such cutbacks would not be good for the morale of those whose programs or activities are being cut.

Financial Resources VI: While keeping student fees as low as possible, the university will pursue a policy of shifting gradually a larger proportion of the financial burden of college education to the person who will benefit directly therefrom -- the student.

General Comment: The language of this objective is evasive and avoids stating directly what is seen as the intent: "We will raise student fees and tuition as much as we feel we can get away with." It is also unclear that the student is the direct or only beneficiary of a college education. Society in general may benefit most directly.

Impact upon Institutional Sectors:

Administration: If cost to the student increases, more administrative time and energy may be spent recruiting students to ensure enrollment and income, thus taking resources from other programs.

Educational Program: Direct impact as new money is needed to continue the quality we now have. Programs will be strictly evaluated with cost feasibility a major criterion. Less successful programs will be phased out or modified. Existing programs will have to be sufficient to keep student enrollment up while maintaining high standards. Students may demand an increased role in making decisions about programs because they are absorbing more of the cost.

Financial Resources: Will be directly affected as more money is drawn from tuition and special fees of students. While student tuition is increased there should be special efforts to locate and utilize other means of financial resources (e.g., Evergreen Campaign) to keep fees as low as possible. Financial resources will become more variable because they will be more dependent on enrollments which may vary.

Faculty: May receive antagonism and resentment from students because of the increased financial burden and may have more demands made on them for quality education by the students. If student enrollments decline as a result of increased tuition and fees, some faculty positions would have to be deleted.

Students: Will resent the rise in tuition and fees. This will price higher education out of reach for some and cause a decline in enrollment. There will be an increase in applications for student financial aid, scholarships, loans, and other means of financial resources. Students will demand more for their money from ASU.

Physical Resources: No outstanding effects foreseen, except perhaps these resources might be somewhat enhanced for the student in order to encourage continued enrollment increase.

Special Activities: No direct impact. If revenue is increased, special activities could increase. If revenue declines, so would special activities. If these are needed to attract students in spite of increased costs to them, they may increase or change to meet the needs of the students in new ways.

Research: There may be more emphasis on direct educational programs rather than on faculty research as students assume more financial responsibility.

Institutional Sector: FACULTY

Faculty I(A): ASU will make every effort to continue to maintain a quality faculty with varied talents and background.

Impact upon Institutional Sectors:

Administration: The future will require more difficult decisions relative to the allocation of resources and faculty salaries. The interviewing of qualified candidates will require clear-cut administrative procedures permitting prompt responses at the time of interview.

Educational Program: An excellent faculty should guarantee an excellent curriculum. Any new programs must be screened to ensure that they are consistent with ASU goals and objectives. This problem will require that periodic in-depth reviews of current programs be conducted. Impact on the curriculum should be positive.

Financial Resources: Achievement of this objective requires financial resources, but stringency will be the rule of the day. A continuous and increasing effort to obtain more funds for faculty will be necessary. The lack of mobility may necessitate faculty exchange in the future.

Faculty: Faculty should benefit from efforts to maintain quality and diversity. The financial problems of the future may cause the university to establish policies encouraging feasible faculty to take leaves at their own expense or, at best, with only partial support to renew their energies and stay on top of their fields.

Students: Students will obviously benefit from contact with a quality faculty. To the extent that ASU pledges to attract a broad, diverse cross section of students and maintains a nondiscriminatory policy of admissions, the institution must also provide a faculty reflecting these same attributes. Students in the future will increasingly desire and need experience with interdisciplinary study and therefore would benefit.

Physical Resources: Some substandard buildings will produce some problems, in that working conditions need to be reasonable for faculty and students. Adequate resources will be necessary to attract and retain qualified faculty.

Special Activities: Regional service activities in which faculty are engaged will benefit from a quality faculty with varied talents.

Research: A clear definition of what constitutes research and which research ASU personnel can and should undertake will be needed. Research will be encouraged and rewarded so that the administration can realistically recruit and retain a quality faculty.

Faculty I(B): ASU will make every effort to encourage meaningful and necessary research and publication efforts by faculty.

Impact upon Institutional Sectors:

Administration: No direct impact.

Educational Program: Some diminished emphasis on classroom teaching could result. However, quality of instruction should improve provided class size is not increased excessively to provide for released time for faculty engaged in research.

Financial Resources: More money to support research will be necessary.

Faculty: There might be an improvement in the quality of faculty. However, just as some teachers are poor researchers, some researchers are poor teachers and are unlikely to improve as a result of more research. Morale of research-oriented faculty would be improved by recognition and rewards.

Students: Students will be the beneficiaries of increased emphasis on research, short of their having classes taught by teaching assistants when they enrolled in a course on the reputation of an instructor.

Physical Resources: No significant impact.

Special Activities: No significant impact.

Research: There will be an increase in the quality and quantity of research.

Faculty I(C): ASU will continue to encourage faculty to make important contributions to the community and region.

Impact upon Institutional Sectors:

Administration: No direct impact is seen in this objective except as administration continues to support this activity at all levels. It will be the responsibility of this group to oversee service activities and prevent abuses from occurring.

Educational Program: Although off-campus work will be encouraged, reasonable guidelines will be needed to assure that faculty effort is not funneled away at the expense of other programs. Campus conditions and requirements will dictate the involvement of faculty at any given time.

Financial Resources: The drain on faculty energy must be determined. How much extra activity can the university support? ASU will be forced to establish time and budget limitations appropriate for this purpose.

Faculty: Limited impact is seen here except as the policy will tend to bring better balance in time and resource allocation between those not now participating in this effort and those who are perhaps over-committed at the expense of other duties.

Students: Students derive indirect benefits from living in a community in which the faculty is involved and good relations are maintained between the institution and the community at large. Students, however, would be concerned if commitments away from the university detract from faculty effectiveness on campus, and measures to guard against such over-extension might be considered.

Physical Resources: Only slight impact is seen except as it becomes necessary to establish guidelines for off-campus use of the university's equipment and facilities.

Special Activities: As the faculty serves the community and region, the university's image will be enhanced.

Research: Interaction with the community, particularly the Appalachian people, will encourage the continuation of research on Appalachian folklore and preservation of memories of a particular way of life.

Faculty I(D): ASU will make every effort to see that faculty are on the cutting edge of their disciplines as well as broadly knowledgeable about concerns of society and their solutions.

Impact upon Institutional Sectors:

Administration: The administration will recognize that faculty members need opportunities for planned departures from old established norms. Administrators will need to become viable and non-lethargic themselves or some feathers will be ruffled in the process.

Educational Program: The curriculum will reflect the changing perceptions of a more dynamic faculty. Courses that have been taught out of habit or from a misguided commitment may be dropped. The educational program will become more interesting and varied.

Financial Resources: There is the possibility that more travel and off-campus scholarly assignments will be necessary to achieve this objective. Money may be required that is presently allocated to other areas. This will be expensive and some disagreements over allocations may occur.

Faculty: The fulfillment of this objective will do wonders for faculty morale. Some who have refused to grow with passing years may feel threatened and resentful.

Students: The value to students in maintaining a sharp, up-to-date faculty is obvious and the benefits would be evident in the readiness of the university's graduates to enter the job market effectively and to function in a changing world.

Physical Resources: The additional space in the library will be helpful for additional materials to be added for this purpose. More meeting places for the faculty to gather and discuss both formally and informally will be needed. Emphasis on fitness may require more space in the gymnasium -- courts, indoor track, lockers, etc.

Special Activities: ASU's regional service activities will be enhanced by a sharp, up-to-date faculty knowledgeable about societal concerns.

Research: Achievement of this objective will have a most profound influence in the amount and quality of research done at ASU. This will be essential in achieving and maintaining quality.

Faculty II(A.1): ASU will make contingency plans for appropriate faculty responsiveness to changes in population over the next decade. Projected decrease in the number of young people and increase in the number of older people make likely a shift in student constituency, necessitating faculty and program adaptability.

Impact upon Institutional Sectors:

Administration: The meeting of this objective would alter the current administrative structure, its policies, and procedures. Specifically, the delivery of academic and student services would require a closer cooperation between student affairs and academic units to improve course content, advising, recruitment, retention rates, career development, and more effective utilization of faculty, among other programmatic concerns. Closer cooperation would also be required between Continuing Education and the degree-granting colleges, as well as with Student Affairs.

Educational Program: Educational programs will become more flexible in content, time, and location and will be more individualized to meet the needs and interests of a diversified student body. However, quality control problems may develop. There will be more competition as well as cooperation among the various educational providers of the region as they join together to produce new courses and materials.

Financial Resources: Resources will be considerably strained. As the delivery of educational resources is marketed throughout the region independently or in consortial arrangements with regional two- and four-year colleges and other educational providers, costs for such programs may become prohibitive unless new sources of funding are found.

Faculty: ASU faculty will continue to accept teaching as their primary responsibility. However, the need for nontraditional approaches with a less homogeneous student body necessitates a concerted effort in retooling of faculty not only for teaching improvement and instructional development, but also for professional or academic respecialization. This will necessitate increased expenditures for faculty development.

Students: With the increase in part-time and older students, involvement in traditional campus affairs will decline and identification with the main campus will be lessened. Interest in alumni affairs and involvement will also decrease. New program efforts geared to problem-solving, decision-making, and life and career development will be emphasized. In a positive sense, students reflecting diversified backgrounds and interests will provide both an affective and cognitive enrichment in and out of the classroom which has value beyond the credentialling many students associate with their college education. There may be a decreasing interest in on-campus events and a decline in "fun and games" and "Greek life" on campus.

Physical Resources: The need may arise for establishing off-campus learning assistance centers for easier student accessibility to educational resources. Classroom redesign for alternative learning approaches, increased use of telecommunication capabilities, and computer-assisted instruction to provide for individualized instruction may be expanded. No new major building construction will be required.

Special Activities: New programming efforts will develop that take services and activities to students where they live and to the community in general. More family and community-related activities will result.

Research: Faculty, if freed from purely information dispensing in a traditional classroom situation, may find increased time not only for research but also for involvement in more subtle aspects of aiding student development. However, the increasing need for one's own professional development and possible retooling efforts, coupled with time-consuming travel to cluster groups in adjacent communities, will limit further time for extensive research efforts.

Faculty II(A.2): In view of the growing propensity for litigation, ASU will provide procedures and safeguards for the protection of the faculty.

Impact upon Institutional Sectors:

Administration: The consequences of this objective will be a genuine problem. There will be a huge burden of paperwork for everyone. Heightened concern about litigation may cause a curtailment of innovative thinking, risk-taking, creativity, and individual initiative.

Educational Program: The heightened awareness of the threat of litigation which this objective reflects may have a negative impact upon the educational program. The controversial and the undecided may not be explored as carefully -- if at all, in some cases. However, if further protection provides a greater sense of security, achievement of the objective would have a positive impact upon intellectual freedom and instructional innovation. Another positive effect might be the requirement that other points of view be heard.

Financial Resources: Money spent to defend faculty members involved in controversy will be taken from areas in which it might be more profitably spent. A legal corps or at least legal service on "stand-by" will be required.

Faculty: Heightened awareness of the potential for litigation may cause faculty to feel the need to be cautious in some areas where boldness is required. However, guarantees of safeguards by the institution should increase faculty willingness to address controversial issues and expose students to a variety of educational experiences. Presumably the safeguards would not be so great as to encourage irresponsible behavior on the part of individual faculty members.

Students: To the extent that faculty members would be freed from worry or anxiety concerning legal challenges, effectiveness of the educational program would continue to benefit the student.

Physical Resources: Procedures for local or on-campus legal services may have to be developed to expedite faculty time. Perhaps it will be necessary to provide a facility for on-campus litigation.

Special Activities: The university will find it necessary to support the individual faculty member in areas providing special activities, particularly those of an unconventional nature. This might allow individuals working in this area to perform their duties with a greater sense of security, but it might also drain funds from the other items in the program.

Research: Guarantees of safeguards from litigation should increase the faculty's sense of freedom in research. However, the heightened awareness of potential litigation may leave faculty members with the sense that someone is looking over their shoulders.

Faculty II(B.1): ASU will hold on to its special heritage of knowledge while responding to the multiplicity of society's concerns. Since the faculty are the primary interpreters and purveyors of this heritage, their views should be strongly considered in the setting of goals and policies.

Impact upon Institutional Sectors:

Administration: ASU will retain much of the tradition of the past. Tradition will offer a springboard for action. Mostly positive consequences are seen in this area, although some "footdragging" may be possible in meeting the needs of a changing society.

Educational Program: The program will change as a result of the faculty's influence on the curriculum. New programs will be added and old ones phased out as the region and its people attempt to meet the new demands of a rapidly changing world. But at the same time the commitment to the values of a liberal education will be maintained.

Financial Resources: ASU has traditionally served the needs of the low and middle income student and may find it more difficult to continue that service in the face of inflation and changing tax bases. New sources of funding may have to be found.

Faculty: Faculty participation in curriculum matters is an accepted practice at ASU and will continue. Changes will occur in the curriculum and programs as faculty attempt to meet a changing world head-on. If faculty are to teach so that students will be prepared for the needs of our changing society, traditional methods may have to be modified or abandoned. But instructional innovation is already a tradition at ASU.

Students: Although recent times have shown students to be predominantly concerned with the job opportunities in various disciplines, the long-range interests of students will best be served by faculty's persistence in instilling the values of a liberal education in its students.

Physical Resources: Many facilities may be found to be obsolete in the future as a result of new methods of teaching, new technology, etc. Monies will have to be found for renovation of buildings, purchase of new equipment, and "retooling" of faculty to keep programs and faculty from obsolescence.

Special Activities: The nontraditional student has been served well by ASU in the past. This tradition will be continued, but with diminishing funds the risk will be run of spreading ourselves too thin and overextending our capabilities.

Research: Experimentation and research must be expanded to meet the needs of the '80s. Faculty voice will be the key factor in maintaining and extending this area of university thrust, so that research becomes an established tradition at ASU.

Faculty II(B.2): Appalachian State University will strive to build mutual respect and understanding in order to prevent any severe confrontation between the university and society as a whole.

Impact upon Institutional Sectors:

Administration: Presumably the administration would welcome any increase in "mutual respect and understanding" between the university and society and faculty rejection of unionization. However, it might question the feasibility or advisability of some of the strategies suggested in Stage Ten.

Educational Program: Little direct impact is seen on the educational program except insofar as high faculty morale is reflected in the instructional program. Any improvement in the level of state funding (as projected in Stage Ten) would also benefit the educational program.

Financial Resources: The direct impact of this objective will be minimal except as ASU attempts to meet any unforeseen changes in societal trends. This is unlikely since good will usually is not subject to financial resources. Some of the strategies suggested in Stage Ten would have implications for ASU's financial resources.

Faculty: Some faculty will have to be persuaded of the need for public and societal good will. Achievement of the objective implies a sufficient high level of faculty morale to forestall attempts at unionization.

Students: Appalachian's students will benefit from greater respect and understanding between the university and society.

Physical Resources: No impact upon physical resources is foreseen.

Special Activities: A clearer understanding of public need and expectations will be helpful in determining what off-campus and extension type programs are offered.

Research: Research will clearly be more action-oriented and geared to solve immediate community problems rather than related to the particular interests of a professor or department.

Faculty II(B.3): ASU will encourage and preserve in the faculty those ethical values necessary to the protection of individual rights and the fostering of individual responsibility.

Impact upon Institutional Sectors:

Administration: This objective would require that university administrators become a model for imitation. Administrators might be uncomfortable implementing a policy which, without proper safeguards, could evolve into an invasion, rather than a protection, of individual rights.

Educational Program: Fulfillment of this objective would result in a heightened awareness of the values and ethical implications of a liberal education.

Financial Resources: No impact would occur in this sector as a result of this objective.

Faculty: Faculty members would probably welcome support and protection of ethical values and individual rights. But if each faculty member found that his/her behavior was being more carefully scrutinized than in the past and that in-house censorship was occurring, there would be considerable opposition to the policy.

Students: To the extent that this objective emphasizes a liberal education and the responsible pursuit of truth, students benefit in that they would not enter the job market as technocrats unable to think and change in a changing technology.

Physical Resources: No impact would occur in this sector as a result of this objective.

Special Activities: No impact would occur in this sector.

Research: The nature of research projects might undergo further scrutiny as a result of implementation of this objective. This could be beneficial or harmful depending upon the spirit in which the scrutiny were carried out.

Faculty III(A): The university will sharpen the process to measure and evaluate the effectiveness of the faculty in an effort to keep the faculty professionally alive.

Impact upon Institutional Sectors:

Administration: This objective would benefit the administration in that administrators would have the opportunity to put pressure on faculty who were ineffective and performing at less than an acceptable level. Also, effective faculty members could be identified and rewarded.

Educational Program: The entire program should become more stimulating and relevant as those teachers who are competent receive encouragement and the less than competent are forced to extend their knowledge about their discipline and/or improve their teaching methods.

Financial Resources: There may be some need in the future for additional funds to evaluate and reward the efforts of particular faculty members.

Faculty: There will probably be some additional anxiety among the faculty as more elaborate procedures for evaluation are instituted. However, as professors see their work rewarded and less competent colleagues forced to shape up, the effect on morale should be positive.

Students: A concrete process of evaluation of faculty effectiveness could be one measure by which students could monitor the programs they are receiving. Such information would benefit students by helping them to select programs and courses more knowledgeably.

Physical Resources: The impact on this sector is seen as negligible in the near future.

Special Activities: Changes in the effectiveness of faculty on campus will have a concomitant impact on special courses and programs taught off campus.

Research: Tightening of the evaluation process will lead to a greater emphasis on research as one part of the recognition process. All kinds of research should increase -- a mixed blessing.

Faculty III(B): The university will avoid potential full-time/part-time conflicts.

Impact upon Institutional Sectors:

Administration: Achievement of this objective will require the support of administrators involved in the faculty selection process. They would have to agree to apply strict guidelines in the hiring of part-time faculty. Access to a large pool of part-time faculty could create a sense of well-being which might slow down any wide ranging continuing search for full-time instructors.

Educational Program: Experts in various fields within the private sector will be available on a part-time basis. Given a careful selection process, part-time employment of such experts would allow the university to offer courses which might not otherwise be made available to students. However, heavy reliance on part-time faculty might impact negatively on the quality of instruction, since short-term, part-time employees tend not to develop a sense of strong commitment to the university and its long-range goals.

Financial Resources: Matching Social Security is the only benefit which must be supported for part-time faculty. Limited funding might necessitate the employment of part-time faculty to fulfill course obligations and possibly negate the intent of this objective.

Faculty: Full-time faculty will need to be made aware of all regulations governing part-time faculty employment. A large pool of available part-time faculty might create a climate of insecurity, especially for non-tenured full-time faculty. The observance of strict guidelines in the employment of part-time persons would help to allay these concerns.

Students: Students should benefit from a policy which stresses employment of full-time faculty members but provides for the hiring of part-time instructors where beneficial, provided adherence to such a policy doesn't result in substantially higher cost to the student.

Physical Resources: No immediate or relevant impact on this sector is foreseeable.

Special Activities: The opportunity for offering off-campus courses and programs will be enhanced by a careful use of part-time faculty in that they will be available to staff these programs.

Research: Heavy reliance on full-time faculty in a time of financial stringency might restrict opportunities for research, whereas the hiring of part-time faculty might allow more released time for research by full-time faculty. But overuse of facilities could become a problem if large numbers of part-time faculty wished to engage in research. Support for research would have to be restricted basically to full-time faculty.

Faculty IV(A): In view of a declining real wage for most sections of the population, including faculty members, the university will strive to hold faculty loss in real income to an amount no more than the national average and will strive to increase "indirect" means of compensation.

Impact upon Institutional Sectors:

Administration: Predicted continuing inflation will have a distinct impact on this sector of the university. All levels of administration will be charged with responsibility to explore every avenue available to provide additional means of indirect and direct compensation, over and above state-appropriated salary.

Educational Program: To the extent that satisfied faculty provide a more satisfying educational program overall, the total curriculum at ASU would benefit greatly from the increased satisfaction that adequate fringe benefits and compensation provide.

Financial Resources: Budgetary restrictions placed on state-appropriated salaries will continue to prohibit flexibility in granting salary increases. Other sources of funding will need to be explored for possible supplement. These could be in the form of research grants or special awards for teaching excellence.

Faculty: The ability of the administration to hold real income loss at a low level will determine the impact upon this sector. Faculty morale will be greatly affected by the degree of success or failure. Additional means of compensation, such as increases in fringe benefits packages, external funding for research, paid sabbaticals, and awards for teaching excellence, will help maintain faculty satisfaction and dedication.

Students: If "maintaining a faculty dedicated to teaching and scholarship" is dependent upon adequate faculty salaries, students would benefit from a quality facilty -- if they were willing to pay for it.

Physical Resources: Monies usually devoted to new facilities may be diverted to faculty salaries in the future at the legislative level.

Special Activities: In the future, more and better qualified faculty will be willing to engage in extension, consultation, and other university-approved activities to improve or maintain their standard of living.

Research: Outside sources of funding for research will greatly enlarge and enhance the potential for these activities; however, care should be exercised in becoming too dependent on external funding.

Faculty IV(B): The university will strive to acquire and maintain the best possible faculty in an era when resources are diminishing. In order to do this, the university will make every effort to expend as much of its budget as possible on upgrading faculty salaries.

Impact on Institutional Sectors:

Administration: Hard decisions must be made as to how to allocate shrinking budgets so that a larger percentage is allocated for faculty salaries. This will present a very difficult situation for the administration in the future, especially if the solution involves reducing or eliminating the number of administrators paid under faculty slots.

Educational Program: At first, it would seem that the educational program might suffer if larger appropriations for faculty salaries come at the expense of items such as supplies and equipment, but when faculty members are forced to rely on their own ingenuity and expertise rather than trendy gimmicks, the educational program may improve in some areas.

Financial Resources: The objective will place a greater strain on everything and everybody.

Faculty: If this objective is met, the faculty ought to feel relatively well rewarded, and this might lead to a renewed commitment to give a fair day's work for a fair reward.

Students: The students would benefit only if budget increases in faculty salaries did not come at the expense of very necessary non-faculty expenditures such as the library and departmental equipment (e.g., laboratory supplies), as well as cultural programs (artists, lectures, etc.).

Physical Resources: This objective will have a negative impact on this sector in that if money, with budgets already shrinking because of inflation, is redirected into faculty salaries, physical resources will deteriorate.

Special Activities: This sector will suffer negatively in that less and less money can be spent away from the university campus on other programs and courses.

Research: An adequately compensated faculty will probably feel encouraged to pursue more research work, and a quality faculty will undoubtedly want to pursue research as a part of the natural life of the university community.

Faculty V(A): ASU will strengthen and nurture the Faculty Assembly of the University of North Carolina as an effective means of providing meaningful and substantive faculty input to the President and his administration, to the Board of Governors, and to the State Legislature.

Impact upon Institutional Sectors:

Administration: An effective relationship between the UNC General Administration and a strong Faculty Assembly appears to serve the most positive ends of the development of the university. Care must be exercised to see that the ASU delegation does not become merely the messenger of the will of the few.

Educational Program: The Faculty Assembly can provide a vehicle for continuity and precaution with respect to overlapping programs. Care should be taken to ensure that each institution is given equal and fair treatment, with no preferential judgments.

Financial Resources: An effective Faculty Assembly can act as a force for equality of monetary distribution within the UNC system.

Faculty: Faculty interest in, and support for, the activities of the Faculty Assembly should increase as the effectiveness of the assembly grows, as communication between assembly delegates and general faculty members improves, and to the extent that the assembly is truly representative of the faculty at participating institutions.

Students: The students at ASU and other universities in the North Carolina system will benefit from the efforts of the Faculty Assembly to ensure competent leadership in programs, financial resources, and competent faculty. The students will benefit only to the degree that the Faculty Assembly is successful in its role.

Physical Resources: Each program in an institution can only progress to the limitations of its physical facilities. Equitable distribution of resources, supported by the Faculty Assembly, will be helpful in assuring the continued growth of the various programs at ASU.

Special Activities: Attention should be devoted to meeting continuing education needs of constituents geographically and programmatically. An appropriate body, such as the Faculty Assembly, can aid in research as to needs and provisions for continuing education.

Research: No direct impact. A valid response to community need must be encouraged through adequate research and expertise available within the ranks of higher education. The public, legislators, and upper level administrative officials must be kept aware through the efforts of a body such as the Faculty Assembly.

Faculty V(B): ASU will continue and encourage the development of the Faculty Senate as an effective voice in the governance of ASU.

Impact upon Institutional Sectors:

Administration: The administrative function will be enhanced by the ability of the faculty to govern itself and to keep the local administration apprised of needs arising among the faculty.

Educational Program: Benefits will accrue in the basic programs as a result of increased morale and a heightened sense of responsibility among individual faculty members.

Financial Resources: No direct impact. The Faculty Senate should require only minor financial additions in the future. The university pays the members as faculty. Continued released time for the chairperson and the provision of a secretary should continue.

Faculty: Members of the faculty at large will benefit most directly as a result of a viable body of representatives cognizant of their needs as faculty members.

Students: Anything that directly affects the faculty indirectly affects the students of the institution. Students will profit to the extent that the faculty and institution benefit from the self-governance made possible by the Faculty Senate.

Physical Resources: The Faculty Senate will place little drain on the resources of the institution as a result of its makeup. No special provisions will be necessary for its effective continuance.

Special Activities: Innovation and academic responsibility will continue to be among the priorities of the Faculty Senate. New ideas should be forthcoming from this group to enhance the growth and development of students, faculty, and community.

Research: The Faculty Senate can take the lead in encouraging and rewarding high-level research among the faculty.

Faculty V(C): The Faculty Senate will revise and refine the structure of university committees.

Impact upon Institutional Sectors:

Administration: The accomplishment of this objective will have a positive effect on the administration of ASU. Well-functioning committees will provide more clear-cut direction for the university as a whole.

Educational Program: Functioning committees will aid in overseeing the total program of the university. They will aid in giving guidance to cutting fat from the program and adding new and more diverse curricula.

Financial Resources: No impact, except as strong committees influence substantive changes in allocation of resources.

Faculty: Faculty will benefit from a Faculty Senate that sees needs and necessary changes and uses university committees to meet these needs. They will also benefit from an effective and streamlined committee structure which is not wasteful of committee members' time.

Students: Students would not be affected by the restructuring of the committee system so long as adequate student representation continued.

Physical Resources: Strong committees will tend to try to influence substantive changes in how resources are used and what additional resources are needed to do the job more adequately. This can be a positive force on the ASU campus.

Special Activities: No impact, either negative or positive, is foreseen in this sector.

Research: Research should be expanded and improved in the future as a result of this objective as the Faculty Senate strengthens committees involved in all phases of university activities.

Faculty V(D): There will be more interaction between the various university councils and the Faculty Senate and faculty in general.

Impact upon Institutional Sectors:

Administration: Increased interaction between the administration and faculty will produce more trust among the faculty about major decisions affecting their professional and private lives. Without this interaction, distrust and seeming conflicts of interest may occur.

Educational Program: Increased communication between faculty and administration via university councils will allow a free flow of information related to academic programs. This should benefit the curriculum and help prevent academic stagnation.

Financial Resources: Increased interaction may change the flow of monies throughout the total university. Some programs will be enhanced, others terminated or reduced to realistic dimensions.

Faculty: More interaction would increase the likelihood that the strongest faculty would serve on university councils. Care must be exercised to see that no particular faction assumes control.

Students: The fulfillment of this objective would increase the benefits to students in that self-governing and responsible faculty members should also be responsible in their teaching.

Physical Resources: The councils are bodies involved in requesting additional facilities for the ASU campus. Positive benefits would accrue through more administration-faculty interaction and strong faculty representation in this area.

Special Activities: Off-campus programs and courses would be positively benefitted by responsible faculty input.

Research: The councils must consider ways and means to support and encourage research. Other things may tend to occupy their time. When programs are considered, research should be an underlying consideration for their acceptance. Strong interaction between faculty and councils may benefit this sector.

Faculty V(E): ASU will establish an elected committee of the faculty to advise the Chancellor regarding retrenchment issues.

Impact upon Institutional Sectors:

Administration: This objective would place a heavy responsibility on the faculty who are ultimately affected, rather than making administrators the "heavies." Positive benefits for faculty and administration are foreseen from shared responsibility.

Educational Program: During retrenchment, some programs may suffer cutback or termination. Faculty advice in this area would be valuable.

Financial Resources: During retrenchment, distribution of financial resources would be a major consideration. Faculty input would be a useful element in the determination of adequate resource distribution.

Faculty: Some faculty members will suffer in a period of retrenchment, hopefully not as a result of increased participation by faculty. However, faculty participation should help to satisfy faculty concern for fairness in any retrenchment procedures or decisions.

Students: Students would be severely affected as a result of retrenchment. Programs and faculty might disappear. Hopefully, faculty would seek to protect interests of students.

Physical Resources: Retrenchment may require reallocation of physical resources. This objective should aid in nondiscriminatory moves toward more effective use of these resources.

Special Activities: External programs and courses will suffer during a period of retrenchment.

Research: Research will suffer during retrenchment. Survival will be the rule of the day regardless of advisory committees and administrative functions.

Institutional Sector: LIBRARY

Library I: Library holdings will increase to keep pace with increased demands for additional resources and to meet ACRL standards; a minimum of 80 volumes per student (FTE) should be reached by 1990.

Impact upon Institutional Sectors:

Administration: The administration would necessarily have to commit itself to the growth of the library and would have to be willing to help secure adequate funding.

Educational Program: A good educational program depends on the selection of titles as well as the number of titles. A diversified controlled collection should have a positive impact on the educational program.

Financial Resources: Without a commitment by the traditional sources of funding or some alternative funding, this objective would be difficult to reach.

Faculty: Growth in the number of titles in the library should have a positive impact on faculty use. However, the importance of the quality and appropriateness of the selections must not be forgotten.

Students: Here again, growth in the number of titles in the library should have a positive impact on student use. However, the importance of the quality and appropriateness of the selections must not be forgotten.

Physical Resources: The full achievement of this objective would ultimately necessitate the enlargement of all areas of the library building.

Special Activities: The continued growth and diversification of the library as a whole should enhance library use by off-campus and field-based activities.

Research: No library will ever have all the resources needed for all research projects. Through interlibrary loan, consortia, ERIC, DIALOG, etc., library limitations can be reduced in severity.

Comment: This objective should be radically revised since, as it stands, it is unrealistic, even if desirable. In the first place, if we assume a student body of 10,000 in 1990, we are talking in terms of 800,000 volumes, more than double the present holdings. If we are talking about 20,000 students by 1990, the objective is all the more fantastic. Financial resources and particularly physical space would make such an increase in holdings unrealistic.

Library II: To ensure adequate funding for the purchase of library materials by increasing the yearly budget to reflect the annual inflation rate, by providing additional funding to support new programs approved during the preceding year, by seeking alternative means of funding to supplement traditional funding, and by establishing a separate budget item for audio-visual/media materials.

Impact upon Institutional Sectors:

Administration: The administration would necessarily have to commit itself to the growth of the library and would have to be willing to help develop funding.

Educational Program: With only an annual inflation rate increase, the library could no more than maintain the status quo. If additional allocations or sources of funding could be secured, the impact on the educational programs would be beneficial.

Financial Resources: Unless additional or alternative methods of funding are obtained to supplement the budget base, Library II will not support the positive aspects of Library I (to increase the library holdings to 80 volumes per student), particularly if there is a significant increase in student enrollment.

Faculty: The continued growth of the library would have a positive effect on the faculty, and the realization of this objective is essential to realization of this growth.

Students: The impact on the students would be similar to the impact on the faculty.

Physical Resources: The full achievement of this objective would ultimately necessitate the enlargement of all areas of the library building.

Special Activities: The continued growth and diversification of the library as a whole should enhance library use by off-campus and field-based activities.

Research: The progressive enhancement of the library collections can only have a positive effect on research. More resources will encourage more research activity.

Comment: This objective would maintain the status quo: (a) this objective will not support the positive aspect of Library I. It deals with cost inflation, but not with potential growth in the number of students enrolled. There is no provision in this objective to achieve the 80 volumes per student; (b) in approving new programs this objective should be considered and should be supported by policy; (c) there is no assurance that alternative means of funding can be secured. Many times this type of funding is a one-shot deal; (d) since the audiovisual/media materials are now a part of the library, establishing a separate budget item is questionable. Now that it is integrated with the library, why should it need a separate budget?

Furthermore, the members of the Stage Eleven Library Committee have noted an evident discrepancy between the apparent meaning of one part of Library II and the meaning given to this part in the extended interpretation provided by the Stage Ten report.

The relevant section of Library II is underlined in the following quotation: "To ensure adequate funding for the purchase of library materials by... providing additional funding to support new programs approved during the preceding year...." This would appear on the surface to imply that the successful achievement of this objective would be the successful location of funds for new programs already approved. But this does not appear to be the case in the Stage Ten interpretation.

This interpretation provides instead a progression that starts with the proposition that, "The Academic Policies and Procedures Committee considers and approves the proposal...that no new programs can be established unless adequate library funds can be provided for purchase of necessary library materials." This scenario goes on to provide for an identical recommendation from the Vice Chancellor for Academic Affairs and final approval by the Chancellor. This leaves us with 1982 as the Year of Achievement, and the following definition of Evidence of Achievement: "No new programs are established without adequate funds for the purchase of library materials of both retrospective and future nature."

It seems clear to the members of the Stage Eleven Library Committee that this interpretation goes far beyond the intent of the wording of the objective itself, i.e. to "support new programs approved during the preceding year." It might even be read to offer the library administration a kind of prior veto power over university program development, something no one among the Stage Eleven group wished to support. The Stage Eleven Library Committee wishes, therefore, to call attention to this discrepancy between the wording of Library II and the Stage Ten interpretation of its implementation and to stress that it is only to the limited sense of the original wording of Library II that the committee gives its assent and directs its response.

Library III: The library staff, in cooperation with the Learning Resources Committee, will develop an overall collection philosophy as the basis for a more systematic allocation of library resources among competing instructional, research, and extracurricular program needs.

Impact upon Institutional Sectors:

Administration: No special impact on the administration of ASU is apparent as the result of the adoption of Library III, unless, of course, the achievement of the objective will require additional staffing and line funding.

Educational Program: The general objective of understanding library needs and being able to build a balanced collection and to respond more coherently to new and revised program needs should have a positive effect on most educational programs.

Financial Resources: To the extent that this objective would allow more informed decisions on future allocation needs, it should have the effect of making for more efficient use of available funds and more substantial justification for future needs.

Faculty: A movement towards centralized planning and the concept of a balanced collection should have a positive effect on faculty teaching in undergraduate courses. It would seem possible, though, that in a time of diminishing financial support the building of specialized collections for special area courses (undergraduate and graduate) would suffer, as would the building of special collections for individual faculty research activities.

Students: The realization of this objective should aid the student body generally, with the exception of those in very specialized courses and programs.

Physical Resources: There should be no foreseeable effect on the library's physical resources, except inasmuch as policy decisions impact on proportional space allocations (e.g., audio-visual as opposed to print, etc.).

Special Activities: The effect of this objective on special activities is difficult to determine. It will depend on how careful the new planning groups are to include special programs in the general effort.

Research: Research efforts associated with strong, broadly based programs could well be benefitted by this objective. It is not clear that very personal or specialized projects by individual researchers would fare as well.

Library IV: Professional staff with expertise in the areas of subject specialization, systems design, foreign languages, and information retrieval will be added to library personnel to improve information services. Clerical staff with library technical skills will be increased to provide support services for the professional staff at a ratio of three to one.

Impact upon Institutional Sectors:

Administration: Beyond support from the administration in the funding of the new professional and clerical positions, there would seem to be no impact on the administration.

Educational Program: The realization of this objective should have a positive effect on the building of collections in the strength areas of the new professional staff. There would also seem to be the possibility of muted strife with faculty members over program needs and direction and steps should be taken to minimize this.

Financial Resources: This objective would require a significant commitment of funds and would have to be measured against competing needs in the university as a whole.

Faculty: Any improvement in library efficiency and service should have a generally beneficent effect on faculty use of the library in teaching and research. This, of course, is presupposing the absence of faculty/staff conflict over priorities.

Students: Again, any improvement in library efficiency and service should have a beneficent effect on student services in the library, particularly in the areas of collection balance, library hours, and quicker processing of new books and periodicals.

Physical Resources: New staff would require proper office space, but there would not appear to be any further impact on the library's physical resources.

Special Activities: This objective should allow special programs to benefit from general upgrading of library services, as well as from the relevant strengths of the new professional staff.

Research: As above, research should also benefit from greater library efficiency and individual researchers from the added expertise of the new professional staff, whenever this expertise is relevant.

Library V: The library administration will be consulted by departmental curriculum committees concerning resources, present and potential, needed for support of new and expanded programs, and the library will be represented on all academic policy committees that affect or are affected by the library.

Impact upon Institutional Sectors:

Administration: There would be no direct impact upon the administration. It would, however, require the support of the administration in seeing that this objective is carried out.

Educational Program: A closer line of communication between the library and disciplines throughout the university would be established. Departments wishing to implement new programs and review existing programs would be given a realistic view of the library requirements and capabilities.

Financial Resources: None

Faculty: Library faculty would have a greater input in the detailed development of new and expanded programs and in reviewing existing programs.

Students: No direct effect. Librarians would, however, be better equipped and more familiar with the materials in individual disciplines.

Physical Resources: None

Special Activities: See answer to Educational Program.

Research: The library faculty serving on curriculum committees would be able to direct faculty and students doing research to specific areas which may be of assistance to them.

Library VI: To provide better and more cost effective use of the library's resources, computer technology will be utilized in the development and implementation of a total library system consisting of Acquisitions, Cataloging, Serials, and Circulation Control.

Impact upon Institutional Sectors:

Administration: The university administration must support this endeavor financially. Also, there must be full cooperation from the Computer Center.

Educational Program: Faculty and students would have quicker and easier access to the library's holdings and possibly to those of other libraries.

Financial Resources: Additional financial resources would be required, especially in terms of capital outlay, computer time, etc.

Faculty: Faculty would have easier access to the materials in the library with terminals provided in various locations on campus.

Students: Students, like faculty, would have easier access to the materials in the library.

Physical Resources: None at this time. However, if this objective is to be implemented by 1990, physical resources will have to be provided.

Special Activities: Accessibility to off-campus sites would have the capability of the same instant access to library holdings.

Research: The computer system on campus can eventually be connected with the total University of North Carolina system and perhaps eventually with a national library computer system (bibliographic data base).

Library VII: In order to determine how best to use its resources, the library will conduct ongoing studies, including cost efficiency studies.

Impact upon Institutional Sectors:

Administration: The general administration of ASU would be made aware of problem areas and needs of the library as a consequence of adopting this objective. There should be a direct impact upon the library administration since these studies would pinpoint where changes are needed and how to utilize resources and personnel better.

Educational Program: These studies should outline areas of deficiencies in library holdings and problems in accessing present holdings, thus making it easier to correct or solve these problems. There is also the possibility that it would allow more time for library personnel to work with each college in the continuing development or expansion of academic programs.

Financial Resources: These studies would require additional financing, especially with regard to hiring outside consultants. Even though library costs continue to rise, the use of these efficiency studies, if implemented, should tend to control the increase in library costs to some extent. The question here is whether the costs of ongoing studies and consultants outweigh the benefits.

Faculty: There should be an impact upon faculty in that the process of ordering books and periodicals and getting them on the shelves should be speeded up. Also, when areas of weakness in library holdings and operational procedures of the library as a whole are found and corrected, the faculty's ability to either assign research projects or do research themselves should be enhanced.

Students: Students should be benefitted much the same as the faculty. If there are more materials available which are organized in the most effective and efficient manner allowable, the students should have quicker access to an expanded and enriched field of educational and research materials.

Physical Resources: At the present time, there should be no impact upon the physical resources of the library. Contingent upon the growth of the university, there could be an impact upon the physical resources of the library in the future.

Special Activities: Since other educators and organizations in the area may utilize services provided by the library, any improvement that could be made in library holdings, improved personnel services, and better operational procedures should have a positive impact. Without these ongoing studies, it is extremely difficult to determine and keep updated as to what the present and future needs are.

Research: Studies need to be made continually in order to determine the areas of greatest need for research materials so as to ensure that the researcher has adequate materials available or has the capability of quickly having access to these materials. To do excellent research there must be an extensive supply or access to the greatest amount possible of up-to-date, quality research material.

Library VIII: The library will participate in on-line information retrieval networks and resource-sharing networks of a state, regional, or national organizational structure, such as the Center for Research Libraries and the National Periodicals Center System.

Impact upon Institutional Sectors:

Administration: There should be a positive impact upon the library administration since these retrieval and resource-sharing networks should provide an extensive amount of additional educational and research materials not presently available and possibly not available at all because of the significant cost involved. There would be an impact upon the general administration also in view of budgeting resources to cover the cost of these services.

Educational Program: Participation in these systems should have a positive impact upon the educational process, since it would greatly expand the resources available. Those who utilize these services would also be benefitted because of the reduction in time necessary to obtain information when the library has these resource-sharing and retrieval networks available.

Financial Resources: There could be a considerable increase in funding necessary for items such as hook-up or connection fees, specialized equipment, additional personnel and/or employee training funds, and membership fees. These costs could be more than offset, however, if extensive use was made of the various networks or systems as an alternative to the direct purchase of materials provided by these systems.

Faculty: There should be a positive impact upon the faculty in that they would have considerably more resource material available. These materials should be available much faster than with the traditional methods. This should enable the faculty to be more effective in their research efforts.

Students: The impact upon students should coordinate with that of the faculty. They would have access to expanded material and much faster than in traditional methods. If students were charged a fee for the use of these services, they might initially view it negatively. However, when considering the cost of obtaining the expanded materials available in other ways, any negative views should be eliminated.

Physical Resources: There would be no immediate impact because of the recent library addition. However, as the library and the university continue to grow, physical space could become a factor.

Special Activities: An even greater service could be provided to other educators, organizations, and the business community by these informational networks.

Research: There should definitely be a positive impact upon research. The greater data base and the faster retrieval of information should provide the climate for expanded, quality research.

Library IX: The library will provide improved access to its microform and government document collections through comprehensive indexing of those collections in the main card catalog, increased staff assistance to users, an increase in the number of microform reading machines, and more efficient repair and maintenance of microform equipment.

Impact upon Institutional Sectors:

Administration: No impact.

Educational Program: Attainment of this objective will make possible increased usage of the microform and government document collections by students and faculty, allowing more in-depth scholarship and an expanded curriculum.

Financial Resources: The attainment and maintenance of this objective will require substantial funding. Areas of cost to be considered include: salaries of additional staff who will undertake and maintain the indexing of the microform and government document collections in the main card catalog; purchasing of new microform machines; housing of the new machinery; and continuing maintenance contracts for repair and upkeep.

Faculty: Greater utilization of the microform and government document collections by the faculty with regard to both their instructional and research activities will be a result of reaching this goal.

Students: Attainment of this objective will allow students to engage in more in-depth and accurate research in less time than with present methods. Better research will be a result, since students will spend more time evaluating information and less time searching for it.

Physical Resources: The inclusion of this information in the main card catalog and the acquisition of additional equipment will necessitate careful consideration of the increasing space requirements and/or the rearrangement of present facilities.

Special Activities: The improved access to the microform and government document collection will allow Belk Library to become a better regional resource for both government officials and citizens of the surrounding areas. The impact of central cataloging and improved access to the equipment will be especially significant to the nontraditional student sector or those students with special needs.

Research: Improved access to the microform and government document collections will provide an incentive for an increase in on-campus research.

Comment: Less than 50% of the total microforms collection is completely cataloged and entered in the main card catalog. The catalog card for microform material directs the user to the microform area and gives information on which microform collection it is a part of and its location within that specific collection (this will vary with each collection). The majority of the microform collection, though not cataloged, is indexed through a variety of bibliographies, indexes, and computer printouts located in the Reference Department. Once in the microform area, the user must use locator cards to find the collection he/she needs and then proceed to that collection to find out how it is arranged. The fact that the user must gather location information from at least two sources increases the need for a person to be on duty at all times to assist users in locating materials. In addition, help is often needed in operating the equipment, especially reader-printers.

The cataloging of microforms is handled through Technical Services. The volume of material and some additional efforts required to catalog a microform make this an added load to personnel of that area.

The method used now to locate government documents is not satisfactory. None of the documents are indexed in the main card catalog and to locate a document a person must look it up in a catalog that lists every government document printed in a particular month. However, we may not have the document in our library; therefore, it is a hit or miss situation. An important factor to be considered in including the government document collection in the main card catalog is the number of documents our library has -- approximately 100,000. If the OCLC system is to be used to catalog this material at an estimated cost of $1.36 per entry, the cost of fulfilling today's needs would be extremely expensive, not to mention the documents that would be added by 1985. It is doubtful that the state would allocate over $136,000.00 just for cataloging government documents.

An alternative to the indexing of government documents in the main card catalog would be an in-house cataloging system to be located in the government documents area. This system could be based on a KWIC Index (Key Word Index) which would list all government documents in our library that have a common word in their titles. This system could be implemented using the university's computer system at perhaps a lesser cost in the long run than including all government documents in the main card catalog. Once the computer program was established, it is conceivable that one staff person could feed the information into the computer and let the system do the cataloging. An extensive comparison of the cost of implementation and maintenance of this system with the cost of implementation and maintenance of indexing in the main card catalog would have to be made.

The indexing of government documents would pose a problem with our present physical resources if this objective is fulfilled. Present card catalog space is enough to accommodate added hard copies for the next five years. However, if we are to strive for 80 volumes per student, as has been proposed, and add over 100,000 government documents and the remaining microform entries to the main card catalog, we would need many more cabinets and perhaps a larger area in which to place them. In addition to these space requirements, any sizable addition in the number of microform readers will require additional carrels, electrical work, and physical rearrangement of the area.

Library X: The library will seek to become the major repository for primary manuscript data on the Southern Appalachian region.

Impact upon Institutional Sectors:

Administration: The fulfillment of this objective will have no significant effect on the university's administration except for the responsibility of managing the necessary additional personnel and facilities.

Educational Program: The attainment of this objective can have a significant and positive impact on the university's educational program, particularly the Appalachian Studies program, through improved access to original source materials.

Financial Resources: The achievement of this objective will require a substantial financial commitment for the purchase of primary manuscripts, the salary of a curator of manuscripts, and the staff for cataloging, maintaining, and providing access to the manuscript collections.

Faculty: The attainment of this objective will provide the faculty with improved access to primary source materials. In addition, the university's increasing stature, which will result from objective attainment, will attract very high quality prospective faculty members.

Students: Student research and educational activities will be enhanced by improved access to primary source material. In addition, a major collection of manuscript data will be a positive factor in recruiting students.

Physical Resources: Much consideration must be given to the physical housing of a large manuscript collection. Owing to the probable delicate condition of many of the manuscripts, special facilities will be required to preserve and protect them. Special consideration should also be given to the probable usage of this material by scholars and others from outside the university.

Special Activities: The attainment of this objective can enhance continuing education opportunities (the university serving as a resource), can serve as an attractive feature in attracting adult learners interested in the Appalachian region, and can further the university's efforts to become a regional resource center.

Research: The attainment of this objective will allow ASU to become an important site for research related to the Appalachian region. For both ASU personnel and students and individuals from outside the university, a major collection of manuscript data on the Appalachian region will be a prime resource in primary source investigation.

Library XI: The library's organizational structure and procedures will be designed so as to facilitate cooperative participation by library administrators, faculty, staff, and the Learning Resources Committee in management decisions that affect the library.

Impact upon Institutional Sectors:

Administration: There will be little or no effect on the university administration. The administration would be expected, as it always has in the past, to support the intent of the objective and its effect on the library. The Learning Resources Committee, made up of faculty and others, has a direct effect in recommending changes which might occur in the library or Learning Resources Division.

Educational Program: The organizational structure and educational programs will be affected because the library and the faculty are partners. Library programs such as the library liaison program and the allocation of money to the academic departments indicate library support for the education programs. This objective further emphasizes the need for cooperation between the faculty and the library administration in decisions that will directly affect the educational program.

Financial Resources: Fulfillment of the objective has no direct implications for financial resources.

Faculty: The library faculty are directly concerned with this objective. The library faculty have been instrumental in discussing the building plans, have worked with the Learning Resources Committee, and have helped to formulate procedures which facilitate cooperative participation with the university faculty as a whole in making decisions about library policy. This objective further emphasizes the significance of faculty input into library decisions.

Students: Students would not be affected by this statement in any direct way. They may be indirect beneficiaries of the library's organizational structure and procedures and the cooperative participation of all levels of employees in the library. The Student Government Association has had an input into recommendations developed by the Learning Resources Committee. In addition, students are on internal committees within the library, such as the Library Council and the Learning Resources Committee.

Physical Resources: The objective does not directly affect the need for additional physical resources. There is an indirect implication concerning the library's organizational structure which could involve the reallocation of physical resources.

Special Activities: No impact.

Research: The objective does not address itself to research directly. The only indirect effect would be the supportive role of the library in research efforts of the faculty and the effect of the library's organization and procedures on this role.

Library XII: Procedures for library support of off-campus classes will be developed in several areas: funding to support needed resources as a separate budgetary item; modification of circulation policies to facilitate off-campus use of library materials; and necessary support (personnel and professional expertise) by Audio-Visual Services in providing for the development of instructional programs and telecommunications.

Impact upon Institutional Sectors:

Administration: The objective would require the university administration to support the library in its development of procedures to help conduct research and develop policies to meet the needs of off-campus classes. Telecommunications is a direct responsibility of the university administration.

Educational Program: A major effect will be felt by the telecommunications effort, because materials will be delivered electronically into the classrooms. The library will be able to transmit directly via microwaves to the various points where off-campus classes are taught without sending the actual materials. Two-way audio capabilities will be possible, thus enabling the faculty to conduct classes from campus to off-campus sites.

Financial Resources: The statement mentions funding to support needed resources as a separate budgetary item and necessary support (personnel and professional expertise) which would involve some type of financial support.

Faculty: The statement commits the personnel and professional expertise of Audio-Visual Services in providing for the development of instructional programs. Faculty involved in off-campus instruction would benefit from the improved instructional support for their courses.

Students: Those students wishing to participate in off-campus classes would be directly affected by the statement and would be the direct beneficiaries of the realization of the objective.

Physical Resources: Necessary resources are directly mentioned in the objective and would need to be provided for as a budgetary item as mentioned in the statement. Physical resources would be needed both on and off-campus to support this objective, such as TV-type equipment and TV receivers.

Special Activities: The impact on off-campus classes would be far-reaching.

Research: It is difficult at this time to foresee the impact of this objective on research.

Institutional Sector: STUDENT DEVELOPMENT SERVICES

Student Development Services I: The Student Affairs area of the university will be structured so as to offer most efficiently a wide range of high quality student services in order to enhance the total development of students as individuals and as group members.

Impact upon Institutional Sectors:

Administration: Achievement of this objective will require the cooperation of other administrative areas if offices such as Placement and Intramurals are to be placed in the Student Affairs area.

Educational Program: No direct impact. However, should Student Affairs initiate efforts to define more carefully the educational needs of nontraditional students, this might have an impact upon the nature of the curriculum.

Financial Resources: Unless and until "formula funding" is achieved for Student Affairs, this area will have to compete with all other segments of the university for scarce funds. Should enrollments decline, even the amount available from student fees would decline.

Faculty: There might be faculty resistance to becoming involved in student development activities as advisors or as participants in Student Affairs programming. Many faculty members complain already that they are overburdened with non-teaching and extra-departmental duties. Furthermore, they might feel that such participation would not be given adequate recognition in promotion and tenure decisions.

Students: Students should benefit from the proposed changes. However, unless they are involved in formulation of Student Affairs programs and services, some students may find Student Affairs irrelevant to their lives.

Physical Resources: This objective contains no plans for physical facilities, therefore no direct impact is foreseen. However, competition among all sectors of the university for funds might have a negative impact upon physical resources.

Special Activities: Student Affairs will be concerned with the developmental needs of all students, including married students, nontraditional students, and extension students. Attention to the needs of extension students would require closer cooperation with Continuing Education.

Research: No direct impact upon research activities. However, Student Affairs may have to engage in research to define more precisely the student development needs of a student body which in the future may be different in terms of motivation, age, and background and may have to generate data to justify new and established programs.

Student Development Services II: ASU will seek to improve its program for student academic advisement and career counseling.

Impact upon Institutional Sectors:

Administration: Achievement of this objective will require close cooperation among several offices (Psychological Services, Placement, General College, academic departments, and Computer Center) and possibly entails administrative reorganization.

Educational Program: The "Life and Career Planning" course will continue to be an important part of the curriculum, especially for undecided majors. Some individual departments may decide to offer more specialized courses designed to help majors explore career possibilities. However, there would be resistance to any move to alter the liberal arts emphasis of the general education program or to reduce the number of hours required in general education to allow for a greater career emphasis. Use of more part-time personnel and teaching assistants might impact educational program negatively.

Financial Resources: Released time for faculty members involved in advisement and counseling would necessitate the hiring of more teaching assistants and part-time personnel. Additional money would have to be made available to fund special seminars, workshops, and programs related to career counseling and advisement at departmental levels. Additional financing would also be required to expand and improve the services provided by the Psychological Services Center, the General College, and the Placement Office and to allow for full utilization of the Computer Center.

Faculty: If faculty members are to be more directly involved in the advising and placement process, better informed about job possibilities, more sensitive to occupational needs of their students, and involved in such efforts as securing scholarships for outstanding graduates, locating internships for majors, establishing contacts with prospective employers, etc., they will require special training and released time in the form of course load reductions.

Students: In order to benefit from improved academic advisement and career counseling, students would have to assume more personal responsibility for these needs. For example, they would have to meet more regularly with academic advisors, take part in special programs and workshops devoted to career counseling, make more effective use of services offered by General College, Placement, and Psychological Services.

Physical Resources: As the need for more frequent consultation between students and advisors becomes evident, individual departments might wish to designate a particular office or classroom as the "departmental counseling center," where a faculty advisor could hold regular office hours and where materials describing career opportunities for the major might be collected and displayed.

Special Activities: Continuing Education might ask, or be asked, to investigate how the benefits of improved advising could be extended to off-campus students.

Research: No direct impact upon research. However, those involved in the advising/counseling effort might conduct research, such as: (1) data compiled from questionnaires returned by ASU graduates to their major departments (e.g., a specific job description, employee's major and minor, a statement explaining employee's attitude toward the job); (2) data compiled from published research into current job market trends, including information on availability of jobs at the regional and national levels, the type of preparation generally required, salaries, etc.

Student Development Services III: The Psychological Services Center will be adequately funded, housed, and staffed to meet the counseling needs of students and to provide testing service to the university community.

Impact upon Institutional Sectors:

Administration: The impact upon administration will be felt in the form of a demand for more personnel to implement programs. The increased scope of programming will also call for more administrative time. Both personnel and programs require more paperwork.

Educational Program: Students under emotional and social stress have difficulty concentrating and otherwise performing academic functions. An expanded prevention/outreach program would upgrade educational functioning. The same applies to faculty and staff, if they are included in expanded services. Treatment also makes it possible for a student to remain in school.

Financial Resources: Stress here. There are now five and a half full-time staff members in Psychological Services. To meet the guideline would require more than ten.

Faculty: Better psychological services make the faculty's job much easier. If faculty are included in a revised statement of the objective, they will benefit directly.

Students: Direct benefits in education, preventive information, and more adequate treatment facilities as well as greater availability through outreach and crisis intervention.

Physical Resources: The new building for student support services will provide ample space.

Special Activities: No direct impact upon Continuing Education and regional services. However, special activities that might be undertaken in conjunction with this objective might include new programs for handicapped and other special students, outreach programs, and specialized workshops.

Research: There is no research modality mentioned. This is too bad, perhaps, but certainly research is a low priority for Psychological Services staff and must remain so. The only research feasible is follow-up studies after treatment.

Student Development Services IV: Student Affairs will continue to administer a program of extra-class and co-curricular activities which enhances and illustrates the knowledge gained in the formal classroom, broadens cultural horizons, and creates international understanding and intercultural sensitivity.

Impact upon Institutional Sectors:

Administration: Supervision of intern programs will place an increased amount of responsibility on administrative personnel and require greater time for supervision of students. Student Affairs staff will work more closely with academic departments and faculty.

Educational Program: Educational programs and curricula will have to be designed to accommodate internship activities and provide appropriate academic credits for students participating in such endeavors.

Financial Resources: Since student interns will provide meaningful services to the institution and will be sacrificing the opportunity for outside employment during the internship period, consideration ought to be given to reimbursing them for their services. Faculty and staff increases to handle expanded cultural, co-curricular, and internship programs, as well as more foreign students, will be financially costly.

Faculty: Faculty will be required to work more closely with the numerous campus activities providing internship/experiential learning opportunities. Formal systems will have to be designed for faculty to interface with Student Affairs personnel. An extensive faculty development program focused on the theory and principles of experiential learning may be necessary. Faculty may expect incentives to participate -- e.g., released time, consideration in promotion and tenure decisions, etc.

Students: Students will benefit because they combine theory and practice, they find the opportunity to test their abilities and to survey their interests and hence become more productively employed.

Physical Resources: A new student services building nearly completed, along with the existing facilities in Workman Hall, will alleviate the congestion and bring student programs to the hub of the campus.

Special Activities: Internships will provide regional opportunities for interns. Conversely, they will provide the region with an increasing number of educated individuals to assist with regional problem solving.

Research: Experiential learning programs provide an increased number of students both capable and willing to conduct meaningful applied research in the ASU service region to the benefit of themselves, the faculty with whom they work, and the region.

Student Development Services V: Appalachian State University will strengthen its structure for involving students in institutional government.

Impact upon Institutional Sectors:

Administration: Even if this objective is realized to the maximum extent, it is likely that the administration will increasingly be vulnerable to the charge of tokenism with reference to involving students in the decision-making process of the university. To counter this charge, and to move forward toward the ideal of real student involvement, the degree to which student participation is to be encouraged should be spelled out in detail.

Educational Program: Student participation in decisions which affect their lives should certainly be viewed as educational. The instructional goals of the university should therefore be viewed as enhanced by realization of this objective.

Financial Resources: Increased student involvement in institutional government is unlikely to have much impact on financial resources at ASU unless student involvement reaches the point where students have genuine power in decisions concerning fund allocations.

Faculty: Faculty might respond negatively to students being given more say in areas considered to be related exclusively to instruction.

Students: Students can only benefit from expanded involvement in university affairs. However, with the current structure for involving students in institutional government, SGA exercises total control over recommending students for university-wide committee assignments. Although it cannot be said truthfully that this process restricts participation on committees to students either in or very close to the affairs of SGA, it is nevertheless a valid criticism of the structure to say that other avenues to committee service should be made available.

Physical Resources: Realization of this objective is unlikely to have much impact on physical resources. However, if students are given more power in institutional government, they might exercise greater influence over capital improvements projects and priorities.

Special Activities: No impact is seen in this sector unless students in extension programs are given more voice in the timing, costs, etc. of these programs.

Research: This objective is unlikely to have much impact on research activities. However, the administration might undertake a survey of methods other than student government for channeling students into university government.

Student Development Services VI: Student Affairs will involve students in carrying out an effective judiciary system for the student body.

Impact upon Institutional Sectors:

Administration: Decentralization will create increased administrative responsibility for guidance and supervision, training and paperwork as the various courts are developed and coordinated.

Educational Program: Switching roles of public defender and prosecutor is educationally sound. There will be some educational effect in that more students will be included in the process. Speeding up judicial procedures should get students back into the educational process, relieved of anxiety, sooner.

Financial Resources: No great strain, though the increase in training and paperwork will add some expense. If courtroom space is needed, income from dorm rooms would be lost.

Faculty: As some would probably be involved in training, there would be some increased demand on faculty time with little incentive.

Students: Speedier trials would have a salutary effect on students. Involvement in the process would also be beneficial. Decentralization would benefit those students now laboring under a heavy case load.

Physical Resources: At some point, courtroom space might have to be set aside in the dorms, but, for now, there seems to be no space problem.

Special Activities: No impact upon this sector.

Research: No impact upon research activities. However, research should be done to determine student satisfaction with the new system and, perhaps, a check to see if speedier trials and wider student involvement reduces the number of offenses and the recidivism rate.

Student Development Services VII: ASU will strive to maintain its policy of making aid available to academically and/or financially deserving students.

Impact upon Institutional Sectors:

Administration: Additional staff for the Financial Aid Office and additional paperwork will be required. The Financial Aid Office will devote more time to responding to increased student need for financial aid and counseling.

Educational Program: No direct impact foreseen. However, students provided with better financial aid and counseling may perform better in class. An expanded scholarship program should bring more academically talented students to the university.

Financial Resources: Inflation will have a negative impact on amount of money available for financial aid and personnel.

Faculty: A faculty better informed about financial aid opportunities will be better prepared to advise students. Some might be willing to assist Financial Aid Office and ASU Foundation in developing new sources of scholarship money if directed towards students in their departments.

Students: With sufficient financial aid, some students would not be obliged to work and should derive more benefit from their academic work. The addition of financial counseling should benefit all students willing to avail themselves of this service.

Physical Resources: No direct impact is foreseen.

Special Activities: No direct impact, unless these services are extended to non-resident students.

Research: No direct impact on research activities. However, research into the changing needs of students and into the sources of scholarship and other aid should be increased.

Student Development Services VIII: University housing facilities will be operated more efficiently and in a manner which enhances and contributes to the learning program and to the general development of the student.

Impact upon Institutional Sectors:

Administration: Implementation of this objective will require the cooperation of Business Affairs and Student Affairs in the projected reorganization. Further staff will also be required.

Educational Program: Housing facilities that provide for the enhancement of the learning program and general development of the student will definitely have a positive impact on the educational program.

Financial Resources: The new personnel required for achievement of this objective will place further demands on the budget. The financial resources of the university will also have to be channeled into the conservation of energy and efficient energy use in the residence halls, as well as into the environmental improvement program for residence halls.

Faculty: If housing facilities encourage learning and student development, faculty benefits will be seen in the form of better prepared, more informed students.

Students: Housing facilities that operated efficiently and allow for an atmosphere conducive to student learning and development will be beneficial to students.

Physical Resources: Housing facilities that are energy efficient and supply students with environments conducive to study will require improvements in existing buildings, such as provision of specific study areas and soundproofing bedroom areas. The cooperation of the physical plant will be required.

Special Activities: No impact on Special Activities sector.

Research: No direct impact on research activities.

Student Development Services IX: Students at ASU will be provided with better health services.

Impact upon Institutional Sectors:

Administration: Implementation of this objective will require additional staff and additional staff time.

Educational Program: No direct impact, except insofar as healthier students are a result of improved health services. Health services personnel might work with proper academic departments (e.g., HPER) to ensure dissemination of preventive, environmental, and safety health information through workshops or possibly through new courses.

Financial Resources: Adequate budgetary planning will be required to cover the cost of "better" or "expanded" or "more diversified" health care services. Provision of such services might necessitate higher student fees.

Faculty: If faculty and staff are able to take advantage of increased services, especially in the community health area, at less personal cost, they would benefit. They should also be able to conduct their classes more efficiently since student absenteeism for health reasons should be lessened.

Students: Students can only benefit from better health services.

Physical Resources: Preventive health programs that emphasize positive environmental and safety factors in all aspects of life might induce students to respect more highly our physical resources.

Special Activities: No impact, unless services are extended to non-resident students.

Research: No direct impact on research activities. However, new programs in environmental health and safety may require research into new needs of students and into comparable activities in other communities.

Student Development Services X: The university will offer a campus recreation program, both structured and unstructured, which meets students' needs.

Impact upon Institutional Sectors:

Administration: The provision of a campus recreation program which meets students' needs will require more time and energy from the administration in order to develop and implement these programs. Achievement of the objective also will require administrative reorganization.

Educational Program: An expanded recreational program will strengthen the physical education/recreation aspect of ASU's educational program.

Financial Resources: The establishment of an enlarged recreational progr will require continuing outlays of capital. Such variables as energy use, personnel requirements, and equipment will have to be considered. The construction of an indoor complex will require both state funding and increased student fees.

Faculty: A campus recreation program that meets the needs of students would not have a great impact upon faculty unless it was extended to provide for faculty recreational needs and to encourage greater faculty involvement in campus recreation activities.

Students: In order to be well-rounded, students need more than academics. Recreation is another area in which students can excel and develop. Students would benefit especially from a recreational facility primarily for student use, but they would have to pay for it in the form of higher student fees.

Physical Resources: Physical resources would have to be expanded to meet an enlarged recreational program. A recreational facility would require space on campus, possibly displacing a playing field, parking space, or green area. Relocation of displaced functions might have negative environmental impacts.

Special Activities: No impact, unless extension students were included or regional services of a recreational nature were provided. The objective does not indicate such an intention.

Research: No impact on research activities.

Student Development Services XI: The university will provide a varsity sports program, facilities, and staff which conform to guidelines and regulations of the Southern Athletic Conference, the National Collegiate Athletic Association, and the Association of Intercollegiate Athletics for Women and which is consistent with the purpose of the university.

Impact upon Institutional Sectors:

Administration: While continuing their support for intercollegiate athletics, administrators will also have to ensure ASU's compliance with NCAA and AIAW guidelines, as well as federal and state regulations prohibiting discrimination against women's athletic programs. In addition, administrators will have to redefine and reasses financial priorities in athletics, so that a more equitable distribution of funds among all sports is provided for.

Educational Program: No direct impact upon educational program is foreseen. However, drastic curtailment of major varsity sports might affect enrollments.

Financial Resources: Given the enormous expenses involved, varsity sports will have to become increasingly self-supporting, thus eliminating the need for athletic programs to compete with academic programs for diminishing state dollars. In a decade sure to be marked by cutbacks in funds and budgetary constraints, serious consideration will have to be given to de-emphasizing costly, high overhead varsity sports (e.g., football) and reemphasizing cheaper, low overhead varsity sports (e.g., soccer). Alumni financial support might be affected by de-emphasis of major varsity sports.

Faculty: No direct impact upon faculty. However, by means of committees and elected representatives in the Faculty Senate, faculty members will become increasingly more vocal and more directly involved in making those decisions which affect the varsity athletic program at ASU, particularly when those decisions involve the allocation of funds.

Students: Student athletes will benefit from more concerted efforts (e.g., improved tutoring programs, better communication between coaches and teachers) to help them achieve their primary objective, that of completing their education. Students involved in varsity sports as participants or spectators would be disappointed if financial constraints caused their sport to be cut in size or eliminated from the varsity program. Some (especially the athletes) might transfer to another university. Other students might enjoy the resulting added emphasis on club or intramural sports.

Physical Resources: No need for expansion of physical facilities to support the varsity athletics program is foreseen.

Special Activities: No impact on Special Activities sector is foreseen.

Research: No direct impact upon research activities. However, extensive information relating to the status of varsity sports programs throughout the country should be collected and carefully studied by an appropriate university agency or committee. ASU cannot afford to make the kinds of financial mistakes (inflated budgets, misplace priorities) which have crippled institutions elsewhere in the United States.

Institutional Sector: PHYSICAL RESOURCES

Physical Resources I: The university will make a commitment to the development of a comprehensive phased plan addressing campus beautification, sound land use planning, maintenance, energy use efficiency, and accessibility.

Impact upon Institutional Sectors:

Administration: The retention of a design group would be the direct responsibility of the administration, as would all the implications of implementing such a program: finding the financing for the design group, setting up committees of faculty and staff to work with the design group, and coordinating the resulting plan with ongoing plans of other university concerns, such as an Office of Energy Systems Management or Long-Range Planning. This will take time and money which could be used elsewhere by the administration. Even when a developed plan is formed, there is no guarantee that it will be followed. Also, future unexpected developments could cause the whole expensive plan to become obsolete. But without such a plan, followed to the best of the administration's ability, the university will grow haphazardly.

Educational Program: The impact of this objective on the educational program would for the most part be an indirect one, in that an improved campus would create an environment conducive to efficient study. Those educational programs whose subject areas might encompass the development of this objective (botany, geography, etc.) could involve their students in it.

Financial Resources: It is to be hoped that the use of experts (design group) would result in a comprehensive campus plan that could achieve some savings (or at least avoid unnecessary expense). However expenses for campus beautification and maintenance will be ongoing. Certainly the financial resources available will need to be a large factor to be considered in developing plans.

Faculty: An attractive, efficient, and accessible campus could help somewhat to attract and retain outstanding faculty. Some members of the faculty who have expertise in appropriate areas can work with the design group in development of the comprehensive plan.

Students: Students will be the greatest beneficiaries of the development of the campus into a model physical setting and a comprehensive learning resource. They (and the faculty) would appreciate planning for accessibility and maintenance of the campus for the winter season -- specifically, elimination of steeply sloping walks and icy buildup on walks and steps.

Physical Resources: Since the objective is concerned entirely with the physical resources of the university, specifically the physical campus, its impact is greatest upon this institutional sector.

Special Activities: A well planned and designed physical environment may serve as a conducive setting for various special events.

Research: An improved physical setting would have very little direct impact on research activities at the university. However, research should be an important part in developing a comprehensive campus beautification, maintenance, and energy use efficiently plan.

Physical Resources II: The university will institute a more efficient maintenance program for the physical plant through incorporation of new techniques and the development of a maintenance staff adequate to meet the needs of the physical plant.

Impact upon Institutional Sectors:

Administration: The administration will have to be willing to support such an improved program for the physical plant.

Educational Program: The educational program would be impacted if such changes were to be instituted in the physical plant. More efficient maintenance programs would ensure a more positive student/faculty attitude toward the learning process.

Financial Resources: Such a program could involve a great deal of initial expense. However, the existing money that is available for the administration of the physical plant plus the money that might be saved from the more efficient activities of the staff should be adequate to finance part of the program.

Faculty: The faculty would benefit from an improved maintenance staff.

Students: The greatest benefits to the students would result from the improved maintenance of physical facilities.

Physical Resources: If a more efficient maintenance program were instituted, these "new techniques" and "adequate staff" might cost more. On the other hand, if it were a truly more efficient system, we might save money in the long run.

Special Activities: No impact noted.

Research: No impact noted.

Physical Resources III: The university will establish itself as a leader in controlled energy use and develop a model demonstration campus for alternative energy sources.

Impact upon Institutional Sectors:

Administration: Administrators must mediate successfully between cost effectiveness and human needs to make the controlled energy use plan and the model campus truly workable. Administrators must perceive the full-time coordinator as the person in charge, and consequently many will go back to old habits and won't be as sensitive to the ongoing and changing problems related to energy use.

Educational Program: Humanely administered, a controlled and forward-looking energy policy offers enormous potential for educating students about a lifestyle. Growing energy costs, even within a controlled energy plan, will necessitate serious questions about some programs and may affect educational quality in more subtle and fundamental ways: colder and darker working and living areas.

Financial Resources: A plan of controlled energy use and model campus will pay clear financial dividends. Energy, however, will never be cheap again: energy costs will continue to grow and the pressure on the overall budget will be enormous. How growing energy costs are managed within less rapidly growing budgets is critical.

Faculty: Men and women of good will jump at the chance to work in such an enlightened environment. Despite recognizing that a plan to control energy use and experimentation with alternate energy sources are necessary, faculty will grouse about the inequities within the system (e.g., Secondary Education will have full budgetary support for its supervisors, while Anthropology's travel budget is gutted).

Students: Students will come because of the plan and because of the model: to learn, to absorb, to be part of a more energy-efficient future. Students will leave, or will never come, because of the constraints of the plan and the model's experimental inadequacies. These students will seek energy extravagance in the name of economy by living at home and attending a nearby college.

Physical Resources: The university will be using available resources in the most efficient fashion while setting a practical and ethical tone for a whole region. Despite the best efforts of reasonable people, unforeseen changes of even minor dimensions can wreck plans of an institution so vulnerable in both location and climate.

Special Activities: A flurry of workshops and demonstrations of our grand design will trumpet our leadership to the region and will attract nontraditional students. Ironically, this kind of public relations extravaganza will be among the first programs cut as the cold equations take hold.

Research: Good will come from a working and workable controlled energy use plan and from the findings of an experiment in alternative energy sources. The growth and results of the research efforts in this area and the growth and prosperity of the support staffs such efforts breed may be good indices as to how Appalachian is coping with its energy problems.

Physical Resources IV: Appalachian State University will improve its communication facilities.

Impact upon Institutional Sectors:

Administration: The most important aspects of the impact of this objective on the administration will be the determination of who will be responsible for these facilities. One office or department should be designated to direct communication facilities or problems will ensue if several people have scattered responsibilities in this matter.

Educational Program: The educational program would certainly benefit from an improved communication system. Possible negative impacts might be avoided with the institution of in-service instruction concerning equipment use and the development of a public relations program concerning the advantages of such a system.

Financial Resources: Even though such a system will be expensive and may never result in any substantial monetary savings for ASU, improved facilities may free us from the commercial market, enabling us to produce high quality programs of our own.

Faculty: Improved communication facilities could result in very positive impacts on ASU faculty. Care should be taken that no particular departments are slighted or use of such facilities may result in morale problems.

Students: Students would also benefit greatly from an improved communication system. Programs such as internships for communication and media students might result from such a system.

Physical Resources: Maintenance of an improved communications system would be an added responsibility for the physical resources sector of the university. Housing of such facilities will also impact this sector.

Special Activities: Field-based instruction will benefit from the potential for broadcast to the region.

Research: The communication and media departments would certainly benefit from a new communication system. Other departments would also find their research activities facilitated.

Physical Resources V: The university will mount a conscientious campaign to acquire the Dougherty family house and property and develop a plan to use the house as an alumni/information center or as a museum/gallery.

Impact upon Institutional Sectors:

Administration: The ASU Foundation would be totally responsible for the operation; therefore, no direct or indirect impact upon the administration of ASU is foreseen by using the Dougherty house as alumni/information center. The Dougherty house would be inadequate as a museum/gallery.

Educational Program: The only educational function would be in promotion of ASU by the Alumni Affairs Office and through information presented to visitors.

Financial Resources: There should be no change in financial resources that would impact the university other than the purchase of the property, the refurbishing of facilities, and the construction of a parking lot.

Faculty: The use of the Dougherty house as alumni/information center would not require any additional faculty.

Students: Prospective students would be the beneficiaries by and large. Alumni would also benefit by the addition of this property.

Physical Resources: Such a physical resource would lend support to the promotion of ASU. The largest burden would fall on the physical plant in maintaining such a facility.

Special Activities: This facility would be appropriate for various alumni and university-related projects. Its location and accessibility favorably enhance its potential. The Dougherty house is a landmark of the university and should receive special attention.

Research: The value here is one of providing a facility in which in-house research can be conducted, e.g., watching for trends among our graduates. However, such research can readily be accomplished in existing facilities.

Physical Resources VI: The university will identify desirable tracts of property and develop a plan for acquiring those parcels deemed appropriate for use as recreation areas, open spaces, or potential building sites.

Impact upon Institutional Sectors:

Administration: Impact would be felt by the administration in terms of additional manpower required to process the acquisitions. Some negative impacts might be involved in any administrative emphasis on the "land acquiring business."

Educational Program: The aesthetic as well as the academic aspects of the educational program could be positively influenced by the identification and acquisition of building sites. The expansion of classroom space and research facilities would certainly enhance the educational program.

Financial Resources: The eventual acquisition of tracts of property would require additional financial resources. The over-extension of funds should be kept in view, and steps should be taken to guard against such over-extension.

Faculty: New classroom and research facilities, recreation areas, and open space would have a positive impact on the quality of instruction at ASU.

Students: Students would obviously benefit in a very positive way from the acquisition of recreation areas and open space, as well as new classroom space. One potentially negative impact on students would be the possible divisions of space resulting in "old and new" campuses, making transportation a problem.

Physical Resources: The campus environment could also benefit very positively from the acquisition of land. Careful planning should be instituted to prevent the possible negative impact of a campus which is not aesthetically pleasing or environmentally sound.

Special Activities: Land and building acquisitions off campus, similar to the New York and Washington houses, will certainly have a positive impact on ASU's special activities.

Research: New research facilities to be built as a result of such a plan could impact this sector in a positive way.

Physical Resources VII: Program demands, as reflected in long-range planning projections, will be given prime emphasis in setting capital expansion priorities.

Impact upon Institutional Sectors:

Administration: The administration must be prepared to support systematic and continuous long-range planning activities involving coordination among Long-Range Planning, Business Affairs, and Academic Affairs.

Educational Program: Completion of this objective will benefit the educational program in that the educational program will be served by adequate facilities, thus helping to ensure a positive attitude toward the learning process.

Financial Resources: This objective serves to clarify and to urge that the prioritization of financial resource expenditures be correlated with the prioritization of program demands. If this objective is fulfilled, it will help to maximize the efficiency of expenditures to make certain that growing programs have adequate facilities rather than using money for programs that have stabilized or which have declining student enrollment.

Faculty: The morale of faculty in expanding programs for whom good facilities are provided will be high. However, if facilities are allowed to deteriorate in stable or declining programs, faculty morale will deteriorate.

Students: Students will benefit from this objective by having adequate facilities in which to learn, thus helping to create a positive learning environment. Adequate facilities are very conducive to a positive student attitude about learning.

Physical Resources: This objective would serve to maximize the efficiency of future expansion projects. Inasmuch as the physical environment is an important factor in the learning process, we must seek: 1) to maintain and to improve the physical environs of all expanding programs, and 2) to maintain and improve the environs of all stabilized programs on campus.

Special Activities: The facilities for Special Activities will be expanded if there is evidence of increased demand. Facilities for activities regarded as "frills" will have low priorities.

Research: Those research activities requiring special facilities will benefit if in an area of growing program demands. However, if a special facility has been needed in the past and there is not a growing program demand in that area, the need will persist.

Physical Resources VIII: Increased importance will be placed upon transporation resources in future program planning.

Comment: This objective should be rewritten to reflect some policy directions rather than an attitude one would hope already exists. As written, it discourages any real thinking about consequences and results.

Impact upon Institutional Sectors:

Administration: Administrators will communicate to the new office coordinating university travel a clear set of priorities based on informed administrative goals and well-defined university needs. Or a new and ineffective bureaucracy will nullify any gains made through the efficiency of new equipment.

Educational Program: More emphasis will be placed on developing educational possibilities on campus (see plans about campus development). The programs most dependent on travel must face severe cuts or termination or the retention of such courses and programs at present levels must presage cuts in other areas (academic?).

Financial Resources: As noted in "Administration," to get the most out of limited or shrinking resources, priorities in funding transportation must be reflected in both policy and practical decisions. New organizational charts and better machines do not guarantee better management. In harder times, a dependence on a system for its own sake is the greatest danger, followed closely by a reflexive clinging to all the travel presently supported.

Faculty: Faculty will find more ways to use the educational resources available on campus: ETV and videotaped programs may be more important than ever before to augment in-class efforts. Faculty will resent strictures on travel for professional reasons and that travel to off-campus courses is now part of their regular teaching load.

Students: Students will appreciate the efforts to enrich campus life and will decry the loss of attractive fringes like the Appalachian House, the Loft, and International Studies travel, or at least the curtailment of some of these.

Physical Resources: The largest benefit will be the shift away from the off-campus orientation of some faculty and students toward a realization of the potential of our campus, its halls, and museums.

Special Activities: As already noted above, this is a key area to consider when one speaks of transportation management over the next 20 years. Reasonable standards applied to the value of programs and activities must have a beneficial effect.

Research: Some forms of research will prosper despite the growing cost of and consequent strictures on travel. Some research will clearly suffer from a lack of university support: geology, anthropology, in fact many of the physical sciences.

Physical Resources IX: The university will improve its recreational facilities.

Impact upon Institutional Sectors:

Administration: If recreational facilities are built and expanded, more time and personnel will have to be devoted to such facilities and the activities taking place in them.

Educational Program: If the intended facilities are to be used solely for recreational activities, there will be no direct impact on the educational program.

Financial Resources: Reconversion of parking areas, construction of indoor facilities, and the provision of separate facilities for females where mandated or advised would require that suitable appropriations be made and would probably require increased student fees.

Faculty: Presumably, faculty as well as staff would have access to these facilities and hence would benefit by these improvements. However, they might resent being charged a fee for their use (as suggested in Stage Nine report).

Students: These facilities would chiefly benefit students, especially if more students stayed on campus during weekends. If students are hired to supervise and implement recreational activities, they would benefit from increased income and experience. Student fees would presumably be increased to cover increased costs.

Physical Resources: If the facilities in question are carefully designed, they might enhance the appearance of the campus and respect its topographical features. If not carefully designed, however, they could have a negative impact upon the campus environment.

Special Activities: No direct impact upon Special Activities sector.

Research: No impact upon research activities.

Institutional Sector: SPECIAL ACTIVITIES

Special Activities I: The university will seek to provide a broad range of continuing education services to the people of the region and state in a manner that is academically sound and is consistent with the role and purpose of a university.

Impact upon Institutional Sectors:

Administration: The impact upon administration depends upon the work load generated for the Community Services section in fulfilling the stated goals, particularly with regard to the extent to which field supervisors are needed to assess "the educational needs of the region," a rather open-ended assignment. In relation to other goals, the administrative machinery appears already to be in place.

Educational Program: Public perception of quality would certainly reflect either positively or negatively on the university as a whole. Therefore, the "academic soundness" referred to in this objective is of the utmost importance in achieving a positive rather than negative impact in this area. A possible negative impact, particularly since one specified goal is to utilize the "best qualified faculty" for off-campus courses, is that either these persons would be forced to reduce their total input to on-campus students or to spread themselves too thin to be maximally effective in either off-campus or on-campus courses. As resources are shifted to continuing education and possibly away from traditional academic departments, the perception of the academic departments may be negative. In terms of the total educational program of the university, however, the impact should be positive.

Financial Resources: Since the stated goal is to orient these programs "toward academic and educational excellence rather than financial return," the possible negative impact on financial resources is self-evident. In the long run, however, a sound academic program would probably have a positive impact in basic support for the university from many sources -- enhanced student enrollment, donations from university alumni, etc.

Faculty: The impact here is direct and positive. An additional source of income will have been provided to faculty, and there will be more exposure of the faculty involved to the concerns of people already in the "world of work," adding impetus to structure their regular courses to prepare students for that "world."

Students: Continuing education courses of all varieties undoubtedly provide positive impacts on the additional students reached by these programs. The summer courses, of course, give regular students a direct opportunity to optimize their educational "time frame."

Physical Resources: Positively, greater use is made of fixed physical plant and other resources. Negatively, energy for heating, air conditioning, and lighting, as well as maintenance and cleaning costs, are increased somewhat, but certainly not significantly.

Special Activities: Special activities stand to be the major beneficiaries of this objective.

Research: The exposure to a different student population could positively impact on both ideas and resources for research projects on the part of faculty involved in empirical research in various fields. In addition, an academically sound program would attract faculty who are interested in research.

Special Activities II: The university will provide academically sound continuing education services to the people of the region and state in a manner that is as efficient and possible -- administratively, fiscally, and otherwise.

Impact upon Institutional Sectors:

Administration: Satellite teaching centers, one of the goals listed in conjunction with this objective, would certainly require more administrative personnel. This would be positive or negative depending on whether your outlook was that of a potential administrator or a taxpayer.

Educational Program: No additional impact over and above that outlined in the discussion of Special Activities I.

Financial Resources: The objective is to make continuing education as "fiscally efficient as possible." How could such an effort affect this sector in anything but a positive way?

Faculty: If moves toward efficiency are too stringent, there may be detrimental effects on the ability of the faculty to do its job. In fact, if this objective were interpreted to imply that low faculty salaries for continuing education courses were desirable, the impact could be negative in that "the best qualified" faculty would not be attracted to the program. A stated goal, however, is to raise faculty salaries "to levels commensurate with the instructional demands of extension."

Students: The impact on students can be inferred from the above comments.

Physical Resources: Attempts to operate the physical plant more efficiently by skimping on maintenance costs could eventually result in its deterioration. On the other hand, the use of physical resources in various communities could broaden the physical base and create a greater overall efficiency in the use of physical resources.

Special Activities: Special activities stand to be the major beneficiaries of this objective.

Research: If efficient use of resources works to free faculty time (and other resources such as money, facilities, etc.), there may be more opportunity for research.

Special Activities III: The university will provide throughout the entire year a broad spectrum of cultural activities reflecting the region, the nation, and the world.

Impact upon Institutional Sectors:

Administration: Cultural activities, international and regional, tend to move administrators from particular to more universal perspectives. Increased summer programs, however, will call for more administrative supervision which will call for realignment of personnel.

Educational Program: Since educational programs will move toward a more comprehensive awareness, a loss of "tunnel vision" might be expected with consequent positive modifications to regular curricular offerings. If the educational program in total is to be a broad one, wide cultural offerings are essential.

Financial Resources: Since financial resources must be expanded to meet an increase in cultural activities, resistance must be expected; however, positive steps should be taken to increase sources of financial support. Self-supporting programs would lessen the drain on existing financial resources. Wide publicity of cultural events would undoubtedly enhance the opportunity for this.

Faculty: Faculty will experience both an enlargement of their perspectives and increased social awareness from such cultural activities. Also, the ability to recruit a highly qualified faculty would be vastly enhanced through the knowledge that a wide variety of cultural events would be available.

Students: Growth in academic breadth and social awareness on the part of students could be anticipated. Negatively, students may perceive that they are having to help pay for events they prefer not to participate in (through student fees), but only if the amount of cultural offerings becomes excessive.

Physical Resources: Increased use of physical resources should be expected and encouraged, even to the point of over-use.

Special Activities: Since this sector of the university should expect an increase in its projects in conjunction with cultural activities, intimate participation will benefit both parties.

Research: International experiences correlated with regional experience tend to stimulate research in a positive way. Also, cultural activities serve to bring people together who are already (but perhaps unknowingly) involved in the same areas of research interests. Some cultural programs present an opportunity for the dissemination of research findings in a direct way.

Special Activities IV: The university will provide adequate facilities for the performing arts and other cultural activities.

Impact upon Institutional Sectors:

Administration: The establishment of a gallery and museum is sorely needed by ASU. The establishment of such a facility would necessitate the creation of an administration position (i.e., museum director and assistant) with staff members to operate it year round.

Educational Program: The establishment of a gallery/museum has unlimited educational potential for the students of ASU, the community, the offering of children's art programs, and the enlightenment of the cultural heritage of this region for visitors to the university. This facility would serve to improve the aesthetic literacy of our students.

Financial Resources: The majority of the financial support should come from the state, with the ASU Foundation and federal monies making up the deficit.

Faculty: The research possibilities alone merit such a complex. The faculty could also be called upon to lend their expertise when necessitated by a select group. The faculty should upon such occasion be remunerated for such services.

Students: The student body of ASU would be the biggest beneficiaries of such a complex. The community and visitors to our community would also benefit.

Physical Resources: The correction of inadequacies of Farthing Auditorium should be accomplished. The addition of a gallery/museum should be the #1 priority of ASU. Farthing Auditorium is inadequate for the display and storage of art and other museum-type collections. We are unable to bring major shows owing to protection problems. The construction of a theater should be undertaken to enhance and complement the gallery/museum.

Special Activities: The construction of a theater and gallery/museum would enable ASU to present educational experiences that at present cannot be provided. This would result in an atmosphere of enhanced communications between the local community and the student body. Major productions and shows that ASU cannot now bring on campus would be available.

Research: Provision of these facilities would enhance opportunities for research-type activities in the fine arts.

Special Activities V: *The university will seek to provide facilities, financial assistance, and other opportunities for students and faculty to engage in international studies.*

Impact upon Institutional Sectors:

Administration: To achieve this goal, the administration, including deans and vice chancellors, would have to be committed to the importance of international contact and make provision for the administrative, academic, and financial arrangements necessary for its realization.

Educational Program: It is possible that new programs would have to be established; however, a more immediate concern would be more flexible requirements in current programs which would embrace international studies. Foreign language studies would have to be strengthened.

Financial Resources: The implementation of this goal implies a considerable outlay of money. Financial commitments must be made for the establishment of foreign centers, for faculty, staff, and for travel.

Faculty: Some faculty would be needed to teach at foreign centers. Replacements would have to be provided. In some cases faculty would need to become fluent in foreign languages. Opportunities for foreign exchange would be helpful. Most faculty welcome the opportunity for international experiences, and the faculty in general would benefit from the program.

Students: The student would benefit tremendously from international contact. Cultural differences could be examined in a practical way. Unless financial assistance could be provided, an added expenditure on the part of the student might be expected. Student exchange would result in increased foreign language requirements.

Physical Resources: Foreign centers of study would have to be provided. Housing and activities for foreign students on our campus would be necessary. Foreign language labs would need expansion.

Special Activities: Every advantage of foreign study will have to be explored: the economic, political, cultural, and aesthetic aspects of life. Continuing Education programs and regional service activities would be enhanced if included in the efforts to expand international studies.

Research: Relevant research would be necessary for the understanding of ethnic uniqueness. Expanded research in foreign countries would be desirable for a more complete integration.

Special Activities VI: The university will seek to integrate the facilities of the Center for Continuing Education into the life of the university at large.

Impact upon Institutional Sectors:

Administration: Both the university administration in general and the CCE administration in particular will experience positive results as the fundamental goals of this objective are realized. The goals dealing with a "sliding fee schedule" for the center and the acquisition of the Daniel Boone Hotel, however, would present severe problems. A "sliding fee schedule" particularly would invite abuse and resentment.

Educational Program: The enhancement of bilateral working relations between the center and the other parts of the university will have very positive effects upon educational programs, especially in view of anticipated changes in student population and profiles.

Financial Resources: No negative impact would result from the realization of this objective, provided the goal of seeking additional funding is retained.

Faculty: The faculty will benefit directly through increased use of the center's facilities, but even more through greater opportunities to serve the nontraditional student population.

Students: All students, both traditional and nontraditional, should benefit.

Physical Resources: This objective will increase the effective and efficient use of physical resources. No negative impact is foreseen.

Special Activities: The relationship between the center and other offices involved in "special activities" is very favorable. This objective should not diminish the quality or effect of those relationships, but rather should further define and strengthen them.

Research: The continuing opportunities for professional contact with colleagues from throughout the wide geographical areas served by the center and its sponsored activities obviously produce an atmosphere more conducive to the support, the dissemination, and the fact of significant research.

Special Activities VII: The university will continue to provide an environment which is open and conducive to special projects which are of service to the people of the region, state, and nation.

Impact upon Institutional Sectors:

Administration: Since the language of this statement is given as a "continuing" objective, and since adequate administrative mechinery already exists to support the specified goals, no negative impact can be predicted.

Educational Program: This objective will have a positive effect upon the overall educational program, especially insofar as resources now concentrated on "traditional" programs will be shared with "nontraditional" programs.

Financial Resources: Many of the special activities are funded from extraordinary sources, including receipts, and therefore place no drain on financial support for traditional programs. It is anticipated that this will continue to be the case.

Faculty: If the faculty moves toward demanding "extra pay for extra work," it will become necessary to include specifications of nontraditional and "service" responsibilities in both general guidelines and individual contracts governing employment.

Students: Students, particularly the "nontraditional," will benefit from this objective. There should be no negative effect upon students or student-oriented programs.

Physical Resources: Many of the "special activities" can, and do, share physical facilities with other university functions. In other cases, of course, the cost of a commitment to regional service will continue to place extra demands upon physical resources.

Special Activities: Special activities stand to be a major beneficiary of this objective.

Research: Research opportunities should be enhanced by special projects designed to provide area-wide services.

Institutional Sector: GRADUATE PROGRAM

Graduate Program 1: ASU will strive to maintain graduate enrollment at, or above, current levels.

Impact upon Institutional Sectors:

Administration: No impact on the university administration with the exception of the Graduate School. More time, effort, and money will be needed to direct or coordinate recruitment activities with the various departments offering graduate programs and Community Services as they develop more nontraditional and off-campus programs. However, owing to funding cutbacks, recruitment might suffer.

Educational Program: New and innovative practical graduate programs will be developed and some existing programs modified. Scheduled class times will be modified to meet the changing character and nature of students. Increased enrollment would be beneficial to most programs, especially if apparent in programs in danger of becoming under-enrolled.

Financial Resources: Inflationary trends will continue with close scrutiny over budget items such as public relations, recruitment efforts, travel. Students will have fewer dollars for tuition, fees, and other costs of pursuing graduate training. Grant proposals to support graduate training and hiring of faculty will increase, but grants awards will be limited. Graduate School will have to compete with other sectors for extra funding associated with implementation of this objective.

Faculty: To maintain current enrollment levels will not require additional staff. In some departments increases can be handled by current levels of staffing. Those departments with increased enrollment over staff levels will of necessity need additions to faculty. Currently it does not mean anything to be a member of the graduate faculty. Without incentives to continue handling graduate programs, there may be a reluctance on the part of faculty to assume the responsibilities.

Students: One danger is that ASU may lower admissions standards to meet enrollment goals. Students will be older in terms of years and real life experiences. Students will probably not enroll at ASU unless greater attention is paid to their needs such as housing, part-time and full-time employment opportunities for themselves or spouses if married and with a young family. Students will benefit from increased stipends and placement services oriented toward graduate students.

Physical Resources: Off-campus programs will need more space for their program offerings. On campus, there is already a need for better use and coordination of seminar rooms. If correspondence type courses or other personalized instruction courses are increased, the facilities for storage, mailing, and support staff will have to be found or built.

Special Activities: Community Services will be affected by any increase in enrollment in continuing education programs.

Research: Expanded or modified programs will require greater emphasis on research by the student and/or the faculty. Thesis-oriented graduate programs will be impacted, as will the library. The type of research undertaken may be more applicable to practical considerations than is presently the case.

Graduate Program II: The Graduate School will increase its flexibility in order to adjust to changing academic, student, and constituent needs.

Impact upon Institutional Sectors:

Administration: No impact of any consequence.

Educational Program: Programs offered in various departments would change, expand, or contract in response to perceived changing academic, student, and constituent needs. Departments experiencing growth would be supportive of the process; departments experiencing decline and consequent cutbacks would resist. Need to be alert to danger of curriculum becoming unbalanced if traditional disciplines are neglected in responding to current needs.

Financial Resources: Some impact is noted in requiring additional resources either from public funds or private grants to meet staffing, equipment, postage and mailing costs, research activities, graduate assistantships....

Faculty: Achieving this objective would require graduate faculty to act in concert with the Graduate School as it meets the challenges of changing student needs/demands and increased enrollment in some areas and declining enrollment in others.

Students: If the Graduate School is successful in discerning student needs, the majority would be better served.

Physical Resources: No real impact other than some additional space for staff needs.

Special Activities: There will be closer coordination between Community Services and the Graduate School in administering off-campus programs.

Research: Impact will be noted in support for more research activities of graduate faculty.

Graduate Program III: ASU will increase funding for graduate assistantships and scholarships and for graduate research.

Impact upon Institutional Sectors:

Administration: No impact except the determination of the university to push for more funds from the state.

Educational Program: With limited funds, a problem of determining which departments will share in the distribution of funds will surface. But the quality of those programs supported by increased research activities will be enhanced.

Financial Resources: Increased funding could be at the expense of some other activity of the university, student body, or faculty.

Faculty: Faculty would benefit in terms of reduced teaching load for those directing student research and thesis; allocation of research assistants; possibly more highly qualified graduate students (see below).

Students: There is no guarantee that quality student applications will result by the meeting of this objective; however, we could compete for students with the more prestigious schools. Presumably, some graduate students would have greater exposure to faculty research activities.

Physical Resources: More assistants require more room; the type of increase would determine whether more office space or laboratory space and equipment would be necessary.

Special Activities: No impact.

Research: If the assistantships and scholarships require or provide opportunities for research, then more research can be undertaken.

Graduate Program IV: ASU will develop and encourage nontraditional graduate degree programs. Such degree programs might include:

1. inter-university programs leading to a doctoral degree;
2. increased use of summer workshops;
3. international programs making use of satellite telecommunications systems.

Impact upon Institutional Sectors:

Administration: Impact would be to require more administrators, leading to a negative feeling that there may be too many administrators already.

Educational Program: Programs would suffer, in general, although some specific areas would be enhanced; on-campus programs would suffer if current faculty are required to handle new demanding responsibilities.

Financial Resources: Negative aspects are noted: suggested programs would be underfinanced with current and forecast economic indicators. Financial resources would be strained to allow for efficient use of personnel and equipment needed to implement this objective. Pushing nontraditional programs without proper modification of traditional programs would threaten academic excellence.

Faculty: Emotional, attitudinal, and physical support might be withheld, thereby lessening the success of nontraditional programs. Implementation would also require more interdisciplinary programs with basic questions of departmental allegiance and academic "homes" being raised. Questions related to standards and accountability will be raised.

Students: Increased benefit from summer workshops for students will be one impact. However, these programs might attract a different kind of graduate student -- one more opportunistic and perhaps less inclined toward academic responsibility.

Physical Resources: No major impact except reordering of priorities in space utilization.

Special Activities: The suggested degree programs are currently under consideration by Community Services and the College of Continuing Education. If they are to be institutionalized, then those offices might have to be restructured to implement them and to coordinate activities with the Graduate School.

Research: All suggested programs are research-oriented or subject to a research emphasis which entails funding from scarce resources and support from a faculty generally unwilling to do more without proper incentives.

Institutional Sector: RESEARCH

Research 1: The university will develop an effective administrative structure for the advancement of research at ASU.

Impact upon Institutional Sectors:

Administration: Unless someone already is in place who can take on the responsibility, there will be a negative reaction by the faculty to an increase beyond current levels of administrators.

Educational Program: No impact unless quantity and quality of research increased significantly.

Financial Resources: There should be no impact unless the center requires significantly more staff, supplies, equipment, and office space than is currently devoted to promotion of research.

Faculty: Resentment of hiring more administrators and dismay at money going for administrative offices instead of travel and equipment would be prevalent among faculty. Some faculty might feel threatened by increased emphasis on research.

Students: No significant impact unless quantity and quality of research increased significantly.

Physical Resources: No impact of consequence unless significantly more office space is required.

Special Activities: No impact of consequence.

Research: Quantity and quality of research proposals would increase owing to obvious administrative support for research.

Research II: The university will elevate the importance of research activities at ASU.

Impact upon Institutional Sectors:

Administration: If undue emphasis or an unusual amount of PR is devoted to persuading the faculty to devote more effort to research than to teaching, the administration can expect suspicion and resentful attitudes from faculty, especially those faculty members not normally engaged in research activities.

Educational Program: A greater emphasis in the curriculum on courses relating to research as a tool of the academic discipline might result. Graduate Program will be enhanced by increased amounts of research by graduate faculty unless performed at the expense of responsibilities to students. Departments judged "productive" in research would benefit; departments judged "unproductive" and losing graduate programs would undoubtedly question the evaluation process and/or criteria.

Financial Resources: Faculty in research-oriented programs generally demand higher salaries or some comparable compensation. The university might not be prepared to pay the price.

Faculty: Morale problems, ethical considerations, and perhaps legal problems could result from overemphasis of research. This would be acute if tied to promotion in rank and salary increases. University would have to be alert to charges of creating an elite group of research professors.

Students: The students would be exposed to up-to-date or higher quality instructional materials, to professors actively engaged in research, and would have opportunity to share in activities as research assistants. But some students might be shortchanged if too many classes are taught by teaching assistants in an effort to provide released time for research.

Physical Resources: No immediate impact.

Special Activities: No direct impact.

Research: Heavy emphasis on research would result in increased research efforts regardless of quality, need, or contribution to the discipline.

STAGE TWELVE

FEASIBILITY

In Stage Twelve the self-study at last addressed a general question that had been raised by many individuals during previous stages -- can this objective really be accomplished? Consideration of feasibility was intentionally placed at the end of the planning process in order to encourage open-mindedness in the earlier stages. Although it was realized that many of the objectives would face serious constraints, it was feared that an early recognition of these inhibiting factors would prevent the committee from even considering desirable actions or programs.

The feasibility tests employed in Stage Twelve addressed two separate categories of potential constraints -- external (national or regional) constraints and internal (institutional) constraints. A list of potential constraints was proposed by the Steering Committee for each category, and each Stage Twelve committee was asked to indicate briefly what the effect of each constraint might be upon the achievement and vitality of a given objective.

Seven potential external constraints were proposed:

1. A less traditional student population as a consequence of basic changes in population structure.
2. Rising costs, shortages, and uncertainty in energy supplies.
3. Higher costs for most goods and services as a consequence of continuing inflation.
4. A rapidly changing technology which threatens to render obsolete materials, equipment, and individual knowledge, training, and skills.
5. Difficulty of adjusting career-oriented program development to keep pace with changing market demands.
6. Insecurity of federal funding for programs in higher education owing to changing federal priorities.
7. Increasing demands for evaluation and accountability in higher education.

Seven internal or institutional constraints were suggested by means of the following questions:

1. Which sector(s) or group(s) within ASU will support the policy? Which will not support the policy?
2. Is ASU likely to have the resources in faculty, staff, administration, and facilities to implement this policy? Does it now have the resources to begin to implement this policy?

3. What about the legal status of the policy? Do any laws have to be changed? Does the state legislature have to act?

4. Does the policy require the approval of the Board of Governors or The University of North Carolina General Administration?

5. Will the policy meet opposition at the state level -- from the state legislature? the Advisory Budget Commission? other state or private institutions? the Board of Governors? the UNC General Administration?

6. Will the community support the policy?

7. Approximately how much will the implementation of the policy cost? Where will the funds be found?

Because many of the proposed external constraints (e.g., energy crisis, inflation, changing technology) had been addressed as societal trends in Stages Three and Four, the committees often discovered that rather than conflicting with these constraints, objectives were actually responding to them. However, internal constraints posed more problems. Not surprisingly, it was predicted that some objectives would meet resistance from some sectors of the university community and/or that the institution lacked all of the resources necessary to implement the policy. Greater difficulties were signaled when an objective required the approval of the UNC General Administration, Board of Governors, and/or North Carolina State Legislature. Usually such approval was required because new funding or positions were involved. In a period of stable tax revenues, high inflation, and calls for fiscal conservatism, fiscal constraints presented a serious challenge to many of the objectives.

The Stage Twelve reports provided helpful and sometimes sobering information for the Steering Committee. Although the committees felt that some of the objectives lacked sufficient detail to allow for a reliable cost estimate, their reports clearly identified those objectives which would require substantial amounts of new money from some source. Given the present and anticipated future state of the economy, this information virtually required that in Stage Thirteen the Steering Committee review the objectives from the point of view of feasibility and that it prioritize those objectives which it would finally recommend.

The original reports filed by the Stage Twelve committees consisted of two pages (A. External Constraints and B. Internal Constraints) for each objective. However, in order to reduce the length of the self-study document, these reports have been abridged so that they can be presented on a one-page form. The original reports are preserved in the backup files.

Institutional Sector: PURPOSE

Purpose I: Appalachian State University will seek to ensure that its statement of purpose accurately reflects the character and aspirations of the institution.

A. External Constraints:	
1. Less traditional students	Provision for periodic revision of the statement of purpose should help assure that ASU will remain alert to changing student needs.
2. Energy costs/ shortages	Might inhibit ASU's ability to carry out fully its purpose or reduce scope of its activities or size of student body. Might require revision of statement.
3. Inflation	If not matched by funding, might affect ASU's ability to carry out fully its purpose or reduce scope of its activities. Might require revision of statement.
4. Rapidly changing technology	Would make it difficult to prevent equipment and/or knowledge in some disciplines from becoming obsolete, and thus inhibit pursuit of "excellence."
5. Changing market/ career demands	Statement of purpose balances commitment to "liberal education" with "opportunity to participate in a wide range of educational experiences & professional programs."
6. Insecurity of federal funding	Many students depend on federal financial aid. Loss of these funds would reduce size of student body, hence the scope of ASU's activities.
7. Demands for accountability	If applied to purpose statements, might require costly evaluation procedures and data collection; might result in a more pedestrian and pragmatic statement.
B. Internal Constraints:	
1. Internal support and opposition?	Most would be supportive. However, some might disagree with specific elements within the proposed statement.
2. Adequacy of institutional resources?	No special resources required.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No approval beyond ASU required.
5. State-level opposition?	No opposition at state level.
6. Community support?	The community is unlikely to be aware of, or concerned about, the policy.
7. Cost/Source of funds?	No extra cost - revisions of publications are routine and funds are budgeted for this activity.

Purpose 11: ASU will seek to make its statement of purpose operative by requiring that all new university programs, initiatives, and commitments be consistent with its official statement of purpose.

A. External Constraints:	
1. Less traditional students	No effect, provided statement of purpose is revised when necessary to recognize changing student needs.
2. Energy costs/ shortages	No effect.
3. Inflation	Policy should serve to inhibit development of new ventures incompatible with ASU's statement of purpose and hence prevent some unnecessary expenditures.
4. Rapidly changing technology	No effect.
5. Changing market/ career demands	No effect, provided statement of purpose is revised when necessary to recognize changing student needs. Policy should act as a deterrent to rampant careerism.
6. Insecurity of federal funding	No effect.
7. Demands for accountability	Policy should help to satisfy partially these demands.
B. Internal Constraints:	
1. Internal support and opposition?	Many faculty may welcome greater scrutiny of new initiatives. Administrators may resist policy as unnecessary or wasteful because of additional paperwork.
2. Adequacy of institutional resources?	Yes.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No.
5. State-level opposition?	No.
6. Community support?	The community is unlikely to be aware of the policy unless it serves to prevent future programs which it might desire.
7. Cost/Source of funds?	Slight additional cost in paperwork & time is possible. Policy might save money by requiring more careful scrutiny of new ventures.

Purpose III: ASU will establish a procedure to review periodically the implementation of institutional objectives recommended in the final stages of the self-study.

A.	**External** Constraints:	
1.	**Less traditional students**	Several objectives are directed toward the needs of this group. Provision for continuing long-range planning should allow ASU to be alert to their needs.
2.	**Energy costs/ shortages**	Might inhibit ASU's ability to fulfill objectives, but many objectives seek to respond to this constraint. Continuing long-range planning will also help.
3.	Inflation	Could prevent or delay achievement of some objectives; will require setting of priorities. Long-range financial planning should help ASU cope with inflation.
4.	Rapidly changing technology	Provision for continuing long-range planning should allow ASU to make plans for coping with this constraint.
5.	Changing market/ career demands	Provision for continuing long-range planning in the area of educational programs should allow ASU to remain alert to this constraint.
6.	Insecurity of federal funding	Awareness of this constraint should require that ASU make contingency plans for those areas dependent upon federal funding.
7.	Demands for accountability	Follow-up on implementation of objectives and provision for future planning is consistent with these demands.
B.	Internal Constraints:	
1.	Internal support and opposition?	Those committed to self-study effort should be supportive. Some administrators may not welcome requests from CISP for reports on implementation of objectives, etc.
2.	Adequacy of institutional resources?	Yes.
3.	Legislative action required?	No legislative action required.
4.	UNC-GA or Board of Govs. approval required?	No.
5.	State-level opposition?	No.
6.	Community support?	The community is unlikely to be aware of the policy.
7.	Cost/Source of funds?	No additional cost. Office of Long-Range Planning and CISP are already functioning.

Institutional Sector: ORGANIZATION AND ADMINISTRATION

Organization and Administration I: To implement programs leading to greater energy conservation, efficiency, and accountability and to be prepared to evaluate academic, co-curricular, and extra-curricular programs in terms of energy consumption versus their value to the institution.

A. External Constraints:	
1. Less traditional students	No effect. There will be an increasing need to conserve energy no matter what basic changes occur in student population.
2. Energy costs/ shortages	This will only increase the need for energy conservation and create a greater push to meet this objective.
3. Inflation	Rapid inflation might affect the program by delaying completion, but will also increase need because of greater savings resulting from energy conservation.
4. Rapidly changing technology	Could benefit the energy conservation program because the efficiency of equipment could be improved.
5. Changing market/ career demands	Should have no effect on energy conservation.
6. Insecurity of federal funding	If federal funding was being used, could delay completion of the program. Might also threaten state funding.
7. Demands for accountability	Costly evaluations for accountability should increase need for energy program to help curb rising operating costs.
B. Internal Constraints:	
1. Internal support and opposition?	Most should support program. However, some individuals might resist controls.
2. Adequacy of institutional resources?	ASU will have the resources needed if funding becomes available.
3. Legislative action required?	No legislative action required unless state funding is requested.
4. UNC-GA or Board of Govs. approval required?	The program needs approval if state funding is to be required.
5. State-level opposition?	No, if funding is available.
6. Community support?	The community is likely to support such a program.
7. Cost/Source of funds?	Impossible to estimate accurately. Sources: state funds and government grants.

Organization and Administration II: In the face of adversity such as dwindling financial resources..., and federal regulations..., and public demand for greater accountability, the administration will be prepared to make whatever changes are necessary to promote and ensure the financial security of the institution.

A. External Constraints:	
1. Less traditional students	ASU will have to recruit nontraditional students to strengthen its financial base. Educational quality and ethics must be kept in mind.
2. Energy costs/ shortages	Objective attempts to respond to this constraint.
3. Inflation	Many programs on campus will have to be looked at and all expenditures scrutinized. This constraint pushes ASU toward this objective.
4. Rapidly changing technology	Some use of this new technology will help ASU achieve this objective. How much use will be a controversial issue.
5. Changing market/ career demands	Controversial. ASU must be competitive with other institutions. General education & quality must not be forgotten in gearing programs to the job market.
6. Insecurity of federal funding	Objective should help ASU cope with any sudden changes.
7. Demands for accountability	The objective and the constraint are complementary.
B. Internal Constraints:	
1. Internal support and opposition?	Faculty at times will not support this policy. Many will feel the administration has taken too much on, particularly when programs or jobs are at stake.
2. Adequacy of institutional resources?	Yes, but the administration should not do it alone. All sectors of the university should be involved where practicable.
3. Legislative action required?	Probably not.
4. UNC-GA or Board of Govs. approval required?	Possibly. Objective statement is too open-ended to predict.
5. State-level opposition?	Same as #4.
6. Community support?	Yes.
7. Cost/Source of funds?	It should reduce expenditures.

Organization and Administration III: Implement immediate measures which will allow ASU to maintain the controlled growth of the student body while taking positive steps to ensure that the overall quality of the institution and its academic product will not be compromised.

A. External Constraints:	
1. Less traditional students	Recruitment would have to be oriented toward nontraditional students, especially through mass media which could reach them.
2. Energy costs/ shortages	Gasoline shortage would reduce possibility of personal contacts with prospective students. Other means of contact would have to be explored.
3. Inflation	Impact on cost of an education could reduce pool of prospective applicants.
4. Rapidly changing technology	No effect.
5. Changing market/ career demands	Recruitment and educational program should stress basic skills that can move from job to job.
6. Insecurity of federal funding	Loss of federal aid to students would threaten enrollments. Recruitment would have to emphasize alternative means of financing education.
7. Demands for accountability	No effect.
B. Internal Constraints:	
1. Internal support and opposition?	Foresee no opposition.
2. Adequacy of institutional resources?	Placement Office personnel might need to be increased.
3. Legislative action required?	No legislative action required, unless additional funding is requested.
4. UNC-GA or Board of Govs. approval required?	Increase in TA monies would require such approval.
5. State-level opposition?	No opposition likely, except for TA funding increase.
6. Community support?	No effect.
7. Cost/Source of funds?	Increased scholarship funds would be provided by ASU Foundation.

Organization and Administration IV: For the administration to be prepared to revamp the academic structure of the university in order to respond to a collegial organization which will more clearly emphasize and differentiate the academic programs, objectives, and interests in the natural sciences..., from those of the social sciences, fine arts, or humanities.

A. External Constraints:	
1. Less traditional students	Could create a need for a much more involved revision of academic structure, depending on the special needs of the student population.
2. Energy costs/ shortages	Might limit ASU's ability to complete the revamping of administrative structure & could conceivably create a need to decrease number of colleges & departments.
3. Inflation	Might reduce enrollments & decrease trend toward specialization within disciplines; combined with fewer faculty, could reduce need for restructuring.
4. Rapidly changing technology	Reorganization into smaller, more specialized units should provide administrators able to forestall amassing of obsolete materials and training.
5. Changing market/ career demands	This objective should provide clearer definition of career-oriented programs & enhance ASU's ability to keep abreast of market demands.
6. Insecurity of federal funding	A decrease in student population as a result of loss of federal funding might reduce the scope of the administrative staff.
7. Demands for accountability	Demands for accountability could require costly evaluation procedures which might result in a more utilitarian or pragmatic academic structure.
B. Internal Constraints:	
1. Internal support and opposition?	Resistance from departments or colleges that feel their effectiveness & status would be diminished by increased number of colleges and/or departments.
2. Adequacy of institutional resources?	ASU has the quality but not quantity of personnel to implement the objective; additional financial resources would be required.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	Yes, if substantial restructuring is undertaken.
5. State-level opposition?	Possibly.
6. Community support?	The community is unlikely to be aware of, or concerned about, the implementation of this objective.
7. Cost/Source of funds?	Addition of 2-3 deans with staff could cost $80,000-$90,000 per office if "new" personnel were employed rather than rearranging faculty teaching loads.

Organization and Administration V and Research I: To provide the organizational structure and administrative leadership for the integration and enhancement of research functions and responsibilities under one unit. The university will develop an effective administrative structure for the advancement of research at ASU.

A. External Constraints:	
1. Less traditional students	No clear constraint.
2. Energy costs/ shortages	Unless an extensive organization develops, costs should not be a factor.
3. Inflation	See #2 above.
4. Rapidly changing technology	None.
5. Changing market/ career demands	May be enhanced by objective.
6. Insecurity of federal funding	May be diminished by central organization which remains alert to changing priorities.
7. Demands for accountability	Evaluation and accountability would be part of the organization's function.
B. Internal Constraints:	
1. Internal support and opposition?	Some colleges, departments, and individuals would see a needless bureaucracy developing.
2. Adequacy of institutional resources?	Yes.
3. Legislative action required?	No legal or legislative action foreseen.
4. UNC-GA or Board of Govs. approval required?	Probably not. Depends on type of organizational structure recommended.
5. State-level opposition?	No.
6. Community support?	Yes.
7. Cost/Source of funds?	Don't foresee large expenditures of new funds as necessary.

Organization and Administration VI: To implement programs which will promote and provide for the continued growth and development of ASU's faculty, staff, and students.

A. External Constraints:	
1. Less traditional students	This constraint may dictate to some extent the required programs to be implemented.
2. Energy costs/ shortages	Programs will cost more and will be more difficult to fund as a result.
3. Inflation	Programs will cost more and will be more difficult to fund as a result.
4. Rapidly changing technology	Programs will require careful monitoring and extensive planning to offset these factors.
5. Changing market/ career demands	Hard choices of lasting impacts must be made to ensure wise use of limited funds.
6. Insecurity of federal funding	The effect of this constraint is unknown.
7. Demands for accountability	Programs will require careful monitoring and extensive planning to meet these demands.
B. Internal Constraints:	
1. Internal support and opposition?	All groups will support the policy.
2. Adequacy of institutional resources?	Only on a limited basis unless increased funding is forthcoming from the legislature.
3. Legislative action required?	Legislature would have to approve some of the strategies suggested in Stage 10 report.
4. UNC-GA or Board of Govs. approval required?	Approval is required for funding and for degree programs which might result, as well as for extension of tuition waivers.
5. State-level opposition?	Some opposition is foreseen to increased funding & extension of tuition waivers.
6. Community support?	Yes.
7. Cost/Source of funds?	No reasonable estimate is possible.

Institutional Sector: EDUCATIONAL PROGRAM

Educational Program I: To provide for continuous engagement, among students and faculty, in critical exploration of values and ethics as these relate to both individual and social dimensions of life.

A. External Constraints:	
1. Less traditional students	Older students may not have time for such courses (unless required) or symposia; some may lack academic fundamentals for full participation.
2. Energy costs/ shortages	No direct effect.
3. Inflation	No direct effect.
4. Rapidly changing technology	In regular courses and in special courses, students will be much concerned about discussion of the consequences of rapidly changing technology.
5. Changing market/ career demands	Participation in capstone courses & symposia should better prepare students to face ethical decisions & value judgments as they relate to careers.
6. Insecurity of federal funding	This factor could result in a decrease in enrollment and seriously undermine efforts to introduce special symposia and courses to fulfill the objective.
7. Demands for accountability	Might limit efforts to explore values as evidence of change may not appear for years. Demands for accountability might result in a more utilitarian approach.
B. Internal Constraints:	
1. Internal support and opposition?	Reexamination of general education requirements will be sensitive issue for service-oriented departments and students in programs with high percent of required courses.
2. Adequacy of institutional resources?	Yes.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No.
5. State-level opposition?	No.
6. Community support?	There should not be any opposition unless some highly controversial issue were being discussed.
7. Cost/Source of funds?	New courses would cost little. Special symposia might cost $5000 each (5 speakers @ $1000 each for honorarium, travel, and lodging).

Educational Program II: To provide for education in cultural diversity, particularly as this relates to the continuing viability of American society as an ongoing experiment in cultural pluralism and as it relates to intercultural communication and understanding at the international level.

A. External Constraints:	
1. Less traditional students	As the population of ASU becomes more diverse, the attainment of this objective becomes more important.
2. Energy costs/ shortages	This constraint will affect the cost of transportation for visits to other nations, but should have little effect on on-campus programs.
3. Inflation	This should have little impact on the proposed objective.
4. Rapidly changing technology	Major changes in the technology utilized to store, retrieve, & utilize necessary cultural resources could have an impact on the usefulness of such materials.
5. Changing market/ career demands	Persons attuned to cultural diversity should be better prepared to enter job market as business & government become more sensitive to international nature of commerce.
6. Insecurity of federal funding	The lack of federal funding could have a limiting effect on the planning & curriculum development phase of steps taken to meet this objective.
7. Demands for accountability	Demands for accountability could require costly evaluation procedures which might result in a more utilitarian or pragmatic academic approach.
B. Internal Constraints:	
1. Internal support and opposition?	General support, but resource reallocation might engender opposition from some administrators & faculty; many students might oppose any new & rigorous requirements.
2. Adequacy of institutional resources?	Can begin implementation, but assistance will be required to reach necessary level of faculty preparation, curriculum & facilities modification.
3. Legislative action required?	No legislative action is required.
4. UNC-GA or Board of Govs. approval required?	Approval will be required if new degree programs or tracks are needed to meet this objective.
5. State-level opposition?	No opposition is anticipated.
6. Community support?	Although some might object to the teaching of non-western political, religious, or ethical beliefs, community in general will support such activities.
7. Cost/Source of funds?	Full implementation of the policy could require funds for up to 13 additional faculty positions for foreign language instruction & classroom/laboratory facilities.

Educational Program III: To provide for education with respect to the multi-faceted problems and implications of human interaction with the environment, particularly inclusive of instruction which will raise the level of sensitivity to the complex network of value issues which are at stake in all environmental policies.

A.	External Constraints:	
1.	Less traditional students	The diversity of less traditional students would enhance the attainment of this objective.
2.	Energy costs/ shortages	This constraint could have negative effects on the objective. However, these factors would graphically demonstrate the importance of the objective.
3.	Inflation	If not offset by adequate funding, could affect the successful implementation of this objective. Intra- & interdepartmental efforts could still be effective.
4.	Rapidly changing technology	A lack of up-to-date resources & trained personnel to carry out these activities would hinder fulfillment of the objective.
5.	Changing market/ career demands	Emphasis on highly specialized training may serve as a constraint. There may not be sufficient interest or knowledge within departments concerning this objective.
6.	Insecurity of federal funding	If federal funding relating to the areas covered in the objective decreases, some negative effects could be realized.
7.	Demands for accountability	Demands for accountability could require costly evaluation procedures which might result in a more utilitarian or pragmatic approach.
B.	Internal Constraints:	
1.	Internal support and opposition?	Significant opposition unlikely. Some disagreement possible concerning the roles & responsibilities of various departments and colleges.
2.	Adequacy of institutional resources?	ASU has resources to begin implementing this objective; some additional funding necessary if a comprehensive program is established.
3.	Legislative action required?	No legislative action is required.
4.	UNC-GA or Board of Govs. approval required?	No approval beyond ASU is required unless new programs were envisioned.
5.	State-level opposition?	No significant opposition is expected at these levels.
6.	Community support?	It is likely that the community will support this objective.
7.	Cost/Source of funds?	Much funding would come through cooperative efforts of existing budgets. Eventually funding for a full-time coordinator might be required.

Educational Program IV: To provide for elevation of the level of communication skills and the level of appreciation of the language arts.

A. External Constraints:	
1. Less traditional students	Nontraditional students would have same needs in communication skills as traditional students. Older returning students might need special help.
2. Energy costs/ shortages	This should have no significant effect on the policy, provided ASU exercises better use of existing utilities/facilities.
3. Inflation	If ASU is committed to getting the maximum from existing resources, this should not be a significant problem.
4. Rapidly changing technology	This makes it even more essential for ASU to commit itself to providing high-level communications training.
5. Changing market/ career demands	This factor strenthens the need for ASU to develop communication/language arts skills.
6. Insecurity of federal funding	This factor could make it more difficult to implement or continue special developmental programs to develop communication skills.
7. Demands for accountability	Developmental courses often come under fire in higher education. Could require costly evaluation procedures which might result in more pragmatic program.
B. Internal Constraints:	
1. Internal support and opposition?	More support from depts. with direct concern for communications than from those concerned with professional preparation. Some resistance because of resources required. Students may give only limited support.
2. Adequacy of institutional resources?	ASU does have the faculty, staff, and facilities to implement the policy provided the commitment were made.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No.
5. State-level opposition?	No.
6. Community support?	The regional community will give general support.
7. Cost/Source of funds?	Depends on whether new personnel were hired or each dept. committed itself to achievement of objective with existing resources.

Educational Program V: To provide for a renewed commitment in the university's academic programs to meet the needs -- within our definition of mission -- of all elements of society.

A. External Constraints:	
1. Less traditional students	This objective is directed toward needs of this group. May require shifting of resources & delivery systems to provide necessary programs.
2. Energy costs/ shortages	Increasing costs of delivering programs may be a problem. It is difficult to determine the impact since utilities do not project their costs.
3. Inflation	ASU will have to commit itself to accomplishing more with the same -- or less -- resources currently available.
4. Rapidly changing technology	Changes in technology will affect the programs needed and the demands placed on ASU.
5. Changing market/ career demands	Many nontraditional students whom ASU will attract will be older students trying to reenter the work force. Objective could help ASU keep abreast of their needs.
6. Insecurity of federal funding	Could cause a decrease in student population from all elements of society & hinder implementation of new programs on and off-campus.
7. Demands for accountability	Demands for accountability could require costly evaluation procedures which might result in a limitation of efforts to serve all elements of society.
B. Internal Constraints:	
1. Internal support and opposition?	General support unless/until the policy begins to drain resources from other programs or activities.
2. Adequacy of institutional resources?	Yes, although "faculty development" will be necessary. Extensive efforts in this direction would require a reallocation of resources.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	Any new degree programs or tracks (field-based or on-campus) would require UNC-GA approval.
5. State-level opposition?	Policy would be consistent with ASU's mission. The request for additional resources for new programs may raise some opposition.
6. Community support?	The ASU community and the community-at-large will lend general support to the policy.
7. Cost/Source of funds?	If implemented through wise use of existing resources, cost would be low. If new programs were required, the costs would be substantial.

Institutional Sector: FINANCIAL RESOURCES

Financial Resources I: The university will institute a program of continuous reexamination of financial priorities.

A. External Constraints:	
1. Less traditional students	A change in student population will require a continuous reexamination of financial priorities.
2. Energy costs/ shortages	The university must be prepared to cut or eliminate people, departments, or programs to meet rising costs in vital programs.
3. Inflation	The only way the university can combat inflation is with a continuous reevaluation of financial priorities.
4. Rapidly changing technology	The utilization of new methods & tools is the only way the university can objectively evaluate itself.
5. Changing market/ career demands	Additional resources must be allocated to the area of career planning & development. The university has a responsibility to its students.
6. Insecurity of federal funding	The university must prepare to operate with fewer federal funds. The federal climate is too uncertain.
7. Demands for accountability	ASU must prepare to become more accountable. The objective would help in meeting this demand.
B. Internal Constraints:	
1. Internal support and opposition?	The administration and staff will support it. The faculty will tend to protect some "sacred cows."
2. Adequacy of institutional resources?	ASU has the necessary resources & talent to implement it. In many areas, such a program has been in effect for years.
3. Legislative action required?	Personnel regulations, General Administration guidelines, state laws, and provincial attitudes may preclude implementation of findings.
4. UNC-GA or Board of Govs. approval required?	No, but implementation of findings would.
5. State-level opposition?	Implementation of findings would meet opposition on all levels.
6. Community support?	Yes.
7. Cost/Source of funds?	A guess: $10,000 per year, resulting in savings which would repay 10 to 1.

Financial Resources 11: The university will pursue rigorously a program of conservation of resources in order to offset dwindling supplies of new money.

A. External Constraints:	
1. Less traditional students	Not applicable.
2. Energy costs/ shortages	The pursuit of this objective will complement this constraint.
3. Inflation	Same as #2. All segments of university will have to learn to live with less; all should be included in decisions directly affecting them.
4. Rapidly changing technology	Will have to shift resources to purchase equipment & train people. Will have to ask if new technology is worth cost & time of implementation.
5. Changing market/ career demands	Will have to shift resources to accommodate some market demands. Must remember that students (especially undergraduates) need a sound general education.
6. Insecurity of federal funding	Same as #2. If a program cannot survive without federal funds, it may not survive at all.
7. Demands for accountability	Objective complements this constraint. Public and private sectors of the state must be kept informed of our progress.
B. Internal Constraints:	
1. Internal support and opposition?	All sectors will support this policy unless adversely affected individually. Faculty need to be protected from extreme and sudden shifts in the market place.
2. Adequacy of institutional resources?	Yes. Many faculty members possess the knowledge and expertise to implement this objective.
3. Legislative action required?	Federal and state pollution laws need to be looked at closely if/when ASU switches to alternate fuels. The automobile is also a polluter.
4. UNC-GA or Board of Govs. approval required?	Not as generally stated in the objective.
5. State-level opposition?	No, except perhaps to proposed changes in state purchasing regulations.
6. Community support?	Yes, but the citizens of Boone will not support the polluting of the air by the university (same for other forms of pollution).
7. Cost/Source of funds?	Policy, if effective, should save money. Amount impossible to estimate.

Financial Resources III: The university will pursue a policy of reallocating resources rather than expecting funding for all new projects.

A. External Constraints:	
1. Less traditional students	This will increase the need to reallocate resources as demands for courses and programs change.
2. Energy costs/ shortages	Reallocation procedures are already being used to cover rising costs for energy sources.
3. Inflation	This will increase the need to reallocate resources to obtain the maximum benefit from available funds.
4. Rapidly changing technology	Reallocation of resources will be needed to provide up-to-date materials and equipment.
5. Changing market/ career demands	Reallocation of resources could ease the financial burden of offering new programs as market demands change by eliminating funding for programs not in demand.
6. Insecurity of federal funding	Changing federal priorities could require reallocations to cover existing programs. Decrease in student aid could affect program demand and resources.
7. Demands for accountability	If additional funding is required to meet demands, it would mean a decrease in funds for educational programs. Objective should help satisfy these demands.
B. Internal Constraints:	
1. Internal support and opposition?	Most groups will recognize a need to reallocate funds unless adversely affected. Administration will support this objective.
2. Adequacy of institutional resources?	No additional resources would be required to implement this objective.
3. Legislative action required?	No legislative action required for general policy; program changes and consequent reallocations would require approval.
4. UNC-GA or Board of Govs. approval required?	Not for general policy, but for program changes and consequent reallocations of funds.
5. State-level opposition?	Approval by the state budget division would be required for certain funds to be reallocated.
6. Community support?	The community will probably not be aware of the objective.
7. Cost/Source of funds?	No additional expenditures will be required to implement this objective.

Financial Resources IV: The university will plan to seek funds for "investment" (or multiplier) purposes, wherein a definite "payback" would be achieved.

A. External Constraints:	
1. Less traditional students	Serving a less traditional student population could open new sources of private support. Example: If ASU retained the employees of a particular industry, that industry would become a prospective donor.
2. **Energy costs/ shortages**	This should have little effect. Fund-raising costs would go up, but donors would expect that and probably respond accordingly.
3. Inflation	This should have little effect. Private gifts tend to inflate at a similar rate as the cost of living.
4. Rapidly changing technology	Fund-raising methods change. Those involved must change.
5. Changing market/ career demands	Little or no effect.
6. Insecurity of federal funding	Will help more than it hurts.
7. Demands for accountability	Very important to business community which produces the most private support; would have dramatic effect on private support if ASU could prove accountability.
B. Internal Constraints:	
1. Internal support and opposition?	All sectors and groups would support the policy. Less than 25% of the individuals would contribute financially.
2. Adequacy of institutional resources?	ASU has framework & resources to implement objective. Staff must be increased for ASU to realize its full private support potential.
3. Legislative action required?	The policy is legal and no laws have to be changed.
4. UNC-GA or Board of Govs. approval required?	Only to the extent of providing resources for more staff.
5. State-level opposition?	No. All state institutions are in the business of helping themselves.
6. Community support?	Yes.
7. Cost/Source of funds?	Cost depends upon the number of staff to be added. Two professionals are needed now at a total annual cost of $50,000.

Financial Resources V: The university will strive to assure an adequate level of funding by maintaining a high level of student enrollment while encouraging more diversity and excellence within the student body.

A. External Constraints:	
1. Less traditional students	Recruitment would have to be aimed at nontraditional students. Objective otherwise unaltered.
2. Energy costs/ shortages	Shortages in gasoline might require us to rely more on regional students, thus increasing rather than decreasing regional identity.
3. Inflation	Continued inflation in an era of reduced student supply might make tuition increases dangerous to the objective of maintaining high enrollments.
4. Rapidly changing technology	Along with specific job training, recruitment would need to emphasize basic skills that can be transferred in a changing job environment.
5. Changing market/ career demands	See #4.
6. Insecurity of federal funding	Would affect recruitment, but would be shared by all Institutions.
7. Demands for accountability	No effect.
B. Internal Constraints:	
1. Internal support and opposition?	Appalachian Studies might object to downplaying of regional image.
2. Adequacy of institutional resources?	Staff would have to be added to Admissions Office, especially for out-of-state recruitment. Some increase in marketing costs would occur.
3. Legislative action required?	Legislature would have to approve any changes in out-of-state tuition or funding formula.
4. UNC-GA or Board of Govs. approval required?	Funding according to headcount would require such approval.
5. State-level opposition?	Opposition to out-of-state tuition changes and headcount funding could be expected.
6. Community support?	Community might resent de-emphasis of regional identity.
7. Cost/Source of funds?	Increased funds for academic scholarships would come from ASU Foundation. Increased funding for positions would come from state.

Financial Resources VI: While keeping student fees as low as possible, the university will pursue a policy of shifting gradually a larger proportion of the financial burden of a college education to the person who will benefit directly therefrom -- the student.

A. External Constraints:	
1. Less traditional students	Students seeking degrees in specialized fields might be willing to pay slightly increased fees if they are competitive with those of other universities.
2. Energy costs/ shortages	Could cause increase in student fees to cover energy costs, making other increases more burdensome.
3. Inflation	Would cause student fees to be increased, thus limiting the number of people able to afford an education.
4. Rapidly changing technology	Would necessitate increase in student fees to cover costs of offering up-to-date equipment and knowledge.
5. Changing market/ career demands	Students paying ever increasing tuition costs would have the right to expect career-oriented programs that meet current market demands.
6. Insecurity of federal funding	Students who rely on federal financial aid could be affected. A decrease in total number of students could increase costs for those remaining.
7. Demands for accountability	If realistic, such demands can enrich quality, thus justifying higher fees. Excessive demands can cost time & energy better devoted to educational process.
B. Internal Constraints:	
1. Internal support and opposition?	Administration is trying to do away with special billings for courses and would not support this objective. Students are likely to be opposed.
2. Adequacy of institutional resources?	Resources are presently available to implement objective.
3. Legislative action required?	No.
4. UNC-GA or Board of Govs. approval required?	Yes, approval is needed from the Board of Governors.
5. State-level opposition?	Policy would probably not meet with opposition, although approval would have to be obtained from the Board of Governors.
6. Community support?	Continuing inflationary trends would cause the community to resent increased cost for education.
7. Cost/Source of funds?	No extra cost - system is already established for billing tuition and fees. Should provide additional funds unless enrollment is impacted negatively.

Institutional Sector: FACULTY

Faculty I(A): ASU will make every effort to continue to maintain a quality faculty with varied talents and background.

A. External Constraints:	
1. Less traditional students	Will require flexible faculty. Strategies suggested in Stage 10 (curriculum review & faculty development) could help ASU respond to changing needs.
2. Energy costs/ shortages	These factors will make it difficult to attend professional meetings which are necessary for maintenance of quality faculty.
3. Inflation	Will hamper quality of teaching & research if needed lab equipment, books, etc. are lacking. Will hamper recruitment of good faculty if we cannot offer these.
4. Rapidly changing technology	This constraint compounds the problems of 2 & 3 above, as it makes attending meetings and buying equipment, etc. all the more important.
5. Changing market/ career demands	Excessive turnover of faculty & change of programs possible. A well-balanced faculty with interdisciplinary competence will help prevent overreaction to short-range market demands.
6. Insecurity of federal funding	This will make it difficult to hire and keep top quality faculty.
7. Demands for accountability	Will reinforce professional accountability & thereby support quality faculty. But uses faculty time and energy that could be spent on teaching & research.
B. Internal Constraints:	
1. Internal support and opposition?	Everyone, rhetorically, will support the policy. However, less qualified faculty may resent competition or fear replacement by higher quality faculty.
2. Adequacy of institutional resources?	In general, ASU has quality faculty & seems to be improving. No problem as long as the job market is tight and salaries are reasonably competitive.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	It is assumed that there is approval for this objective.
5. State-level opposition?	It is assumed that there will be no opposition to this objective.
6. Community support?	No objection is foreseen.
7. Cost/Source of funds?	No exact figure can be projected. The present level of funding must at least increase at the same rate as inflation.

Faculty I(B) and Research I: ASU will make every effort to encourage meaningful and necessary publication efforts by faculty. The university will elevate the importance of research activities at ASU.

A. External Constraints:	
1. Less traditional students	No clear constraint.
2. Energy costs/ shortages	Severe constraint unless, as in some areas, research directly attacks energy problems.
3. Inflation	Obviously, a limiting constraint.
4. Rapidly changing technology	Will impose increased demands for funds to keep abreast of new equipment, procedures, knowledge, etc.
5. Changing market/ career demands	May encourage support for specific forms of research (i.e., career-oriented) and not others (i.e., basic).
6. Insecurity of federal funding	Insofar as faculty funds are dependent on federal funding, this will curtail research.
7. Demands for accountability	Encouraging research will enhance evaluation and accountability.
B. Internal Constraints:	
1. Internal support and opposition?	Newer faculty may be less opposed than older (teaching-oriented, research resistant). Morale problems could ensue if "publish or perish" policy is pushed.
2. Adequacy of institutional resources?	Would require more released time, lessened teaching load,more time to direct & model research activities. Perhaps more space needed.
3. Legislative action required?	Not unless major (doctoral) degrees are envisaged.
4. UNC-GA or Board of Govs. approval required?	Yes, if doctoral degrees are contemplated. Perhaps, for any comprehensive reorganization.
5. State-level opposition?	Perhaps, depending upon how "elevated" we become.
6. Community support?	Yes.
7. Cost/Source of funds?	Could be expensive if elevating importance equals establishing new research programs & adequately funding them. State, federal, and private funds required.

Faculty I(C): ASU will continue to encourage faculty to make important contributions to the community and region.

A. External Constraints:	
1. Less traditional students	This gives ASU a new opportunity to serve the community and region as more regional students may attend ASU.
2. Energy costs/ shortages	This narrows other opportunities, thereby leaving more time & resources to contribute to the local community, but will make regional programs more costly.
3. Inflation	This will not affect our ability to give expertise but might hamper some programs.
4. Rapidly changing technology	This will expand our opportunities to serve our community and region.
5. Changing market/ career demands	As the needs of the community change, ASU must remain flexible in the types of contributions it makes.
6. Insecurity of federal funding	To the extent that communities receive funding for programs to which ASU can contribute, it gives us opportunities for applied rather than academic programs.
7. Demands for accountability	Increase in contributions to the region & community will increase our ability to demonstrate the tangible benefits of higher education.
B. Internal Constraints:	
1. Internal support and opposition?	All sectors will give rhetorical support, but funding for released time, travel & other expenses may be difficult to achieve.
2. Adequacy of institutional resources?	We have the personnel &, if enrollment drops, we may have time & resources, although not perhaps to extent projected in Stage 10 strategies.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No special approval is required.
5. State-level opposition?	No opposition to the spirit of the objective. UNC-GA might frown on use of off-campus scholarly assignments as suggested in Stage 10 strategies.
6. Community support?	The community can be expected to support the policy if we are not arrogant or "pushy" in the type of help we give.
7. Cost/Source of funds?	It depends on how much & what kind of service ASU gives. Advice may be free; programs could be expensive.

Faculty I(D): ASU will make every effort to see that faculty are on the cutting edge of their disciplines as well as broadly knowledgeable about concerns of society and their solutions.

A. External Constraints:	
1. Less traditional students	No effect is foreseen.
2. Energy costs/ shortages	No effect is foreseen.
3. Inflation	Hiring of top quality faculty will cost more. Greater support for faculty development, physical fitness and employee assistance will be more costly.
4. Rapidly changing technology	Continuous retraining of faculty will make achievement of the objective more difficult and more necessary.
5. Changing market/ career demands	Faculty in career-oriented programs must keep well informed through a close alliance with business communities. This objective would address this constraint.
6. Insecurity of federal funding	Faculty have been dependent in a significant way on federal support for research. Other sources of support would have to be sought.
7. Demands for accountability	This constraint suggests increased monitoring of faculty performance within the profession & will serve as a positive force to improve faculty performance.
B. Internal Constraints:	
1. Internal support and opposition?	All are expected to support this policy.
2. Adequacy of institutional resources?	Rising costs will tend to require larger budget allocations to meet this objective.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No approval is required.
5. State-level opposition?	Opposition is unlikely from any of these groups.
6. Community support?	Yes.
7. Cost/Source of funds?	While no specific cost can be identified, it is likely that additional funds will be required, probably from state revenues.

Faculty II(A.1): Appalachian State University will make contingency plans for appropriate faculty responsiveness to changes in population over the next decade. Projected decrease in the number of young people and increase in the number of older people make likely a shift in student constituency, necessitating faculty and program adaptability.

A. External Constraints:	
1. Less traditional students	The objective is aimed directly at meeting the needs of this population.
2. Energy costs/ shortages	No effect is foreseen.
3. Inflation	No effect is foreseen.
4. Rapidly changing technology	No effect is foreseen.
5. Changing market/ career demands	Faculty flexibility is required as career opportunities cause shifts in academic majors chosen by students.
6. Insecurity of federal funding	No effect is foreseen.
7. Demands for accountability	No effect is foreseen.
B. Internal Constraints:	
1. Internal support and opposition?	General support can be expected, although individual faculty members directly affected (especially off-campus teaching assignments) may be unhappy.
2. Adequacy of institutional resources?	Yes. However, if dormitory modifications, new construction, etc. are required (as suggested in Stage 10), additional resources would be necessary.
3. Legislative action required?	The legal question of tenure status v. need to adjust faculty & programs needs exploration. Legislature would have to approve revised funding formula.
4. UNC-GA or Board of Govs. approval required?	It seems apparent that this approval is required to implement the strategies suggested in Stage 10.
5. State-level opposition?	The state does not support extension students. This attitude may change as this population grows. The UNC-GA would be likely to support the policy.
6. Community support?	Yes.
7. Cost/Source of funds?	Additional funds would have to come from state revenues and might be covered by revised funding formula for FTEs.

Faculty II(A.2): In view of the growing propensity for litigation, ASU will provide procedures and safeguards for the protection of the faculty.

A. External Constraints:	
1. Less traditional students	No effect is foreseen.
2. Energy costs/ shortages	No effect is foreseen.
3. Inflation	Cost of personal liability insurance & legal counseling, like other professional services, will continue to increase, thus influencing ASU's budget.
4. Rapidly changing technology	No effect is foreseen.
5. Changing market/ career demands	No effect is foreseen.
6. Insecurity of federal funding	No effect is foreseen.
7. Demands for accountability	ASU must continue to offer the highest quality programs in order to avoid individual or class action suits that might be brought against the university.
B. Internal Constraints:	
1. Internal support and opposition?	General support from all groups is expected.
2. Adequacy of institutional resources?	Need for increased financial support is foreseen.
3. Legislative action required?	No laws need be changed, but the legislature would have to approve increased employee benefits.
4. UNC-GA or Board of Govs. approval required?	Approval is required.
5. State-level opposition?	It is the hope of the university community that there will be no opposition to this policy from any groups.
6. Community support?	Yes.
7. Cost/Source of funds?	While no specific cost can be identified it is likely that additional funds will be required. Source of funds will likely be from state revenues.

Faculty II(B.1): ASU will hold on to its special heritage of knowledge while responding to the multiplicity of society's concerns. Since the faculty are the primary interpreters and purveyors of this heritage, their views should be strongly considered in the setting of goals and policies.

A. External Constraints:	
1. Less traditional students	No effect is foreseen.
2. **Energy costs/ shortages**	**No effect is foreseen.**
3. Inflation	No effect is foreseen.
4. Rapidly changing technology	If faculty are to teach so that students will be prepared for the needs of a changing society, tradition may have a negative effect on faculty & their teaching.
5. Changing market/ career demands	See #4 above.
6. Insecurity of federal funding	No effect is foreseen.
7. Demands for accountability	Achieving this objective should spread the responsibility for accountability over a broad portion of the university.
B. Internal Constraints:	
1. Internal support and opposition?	All sectors will probably support the policy in principle.
2. Adequacy of institutional resources?	Yes.
3. Legislative action required?	No effect is foreseen.
4. UNC-GA or Board of Govs. approval required?	No effect is foreseen.
5. State-level opposition?	No effect is foreseen.
6. Community support?	Probably so.
7. Cost/Source of funds?	No additional costs are foreseen.

Faculty II[illegible] ASU will strive to build mutual respect and understanding in order to [illegible]ent any severe confrontation between the university and society as a [illegible]o.e.

A. External Constraints:	
1. Less traditional students	No effect is foreseen.
2. Energy costs/ shortages	No effect is foreseen.
3. Inflation	No effect, except that benefits & funding for strategies suggested in Stage 10 will be expensive & will have to compete with already established programs.
4. Rapidly changing technology	No effect is foreseen.
5. Changing market/ career demands	Achievement of this objeotive will minimize the effect of this constraint.
6. Insecurity of federal funding	No effect is foreseen.
7. Demands for accountability	Achievement of this objective will meet these demands head-on.
B. Internal Constraints:	
1. Internal support and opposition?	All sectors will support this objective.
2. Adequacy of institutional resources?	Resources are available to begin, but increased funding will be required for fringe benefits, cultural activities, & increased library holdings.
3. Legislative action required?	Approval will be required for the needed funding.
4. UNC-GA or Board of Govs. approval required?	Approval will be required for the needed funding.
5. State-level opposition?	Some opposition is foreseen for the funding of fringe benefits, cultural activities, & increased library holdings required.
6. Community support?	Although short-range objections may be voiced, achievement of this objective should strengthen the univeristy's position in the community.
7. Cost/Source of funds?	The costs will be large & will vary depending upon the degree to which this goal is achieved. Funds will come largely from state appropriations, with relatively small amounts coming from the ASU foundation.

Faculty II(B.3): ASU will encourage and preserve in the faculty those ethical values necessary to the protection of individual rights and the fostering of individual responsibility.

A. External Constraints:	
1. Less traditional students	No effect is foreseen.
2. Energy costs/ shortages	Will require that faculty recognize ethical values as important considerations in making decisions regarding energy usage and needs.
3. Inflation	Will require hard decisions regarding allocation of limited funds. Ethical values must be one of the inputs in making these decisions.
4. Rapidly changing technology	Same as #3 above.
5. Changing market/ career demands	Same as #3 above.
6. Insecurity of federal funding	Same as #3 above.
7. Demands for accountability	The achievement of this objective will help in answering these demands.
B. Internal Constraints:	
1. Internal support and opposition?	All sectors will support this policy.
2. Adequacy of institutional resources?	Resources are available.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No special approval is required.
5. State-level opposition?	No opposition is foreseen.
6. Community support?	Yes.
7. Cost/Source of funds?	No costs are foreseen.

Faculty III(A): The university will sharpen the process to measure and evaluate the effectiveness of the faculty in an effort to keep the faculty professionally alive.

A. External Constraints:	
1. Less traditional students	Measuring and evaluating the effectiveness of the faculty will always be crucial for any student population.
2. Energy costs/ shortages	See #3.
3. Inflation	Unless faculty evaluation is given an important role in the educational process, it might be eliminated as a "fringe" effort in an inflationary period.
4. Rapidly changing technology	Faculty evaluation should be RELATIVELY unaffected by these constraints.
5. Changing market/ career demands	See #4.
6. Insecurity of federal funding	See #4.
7. Demands for accountability	Faculty evaluation is consistent with this constraint and addresses these demands.
B. Internal Constraints:	
1. Internal support and opposition?	Faculty who feel confident of their teaching abilities would support efforts at evaluation; vice versa for faculty who do not. Untenured-tenured issue may relate to this as well.
2. Adequacy of institutional resources?	Yes. A joint effort between the offices of the student government association and academic affairs is recommended.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No.
5. State-level opposition?	No.
6. Community support?	Yes.
7. Cost/Source of funds?	No reasonable estimate is possible.

Faculty III(B): The university will avoid potential full-time/part-time conflicts.

A. External Constraints:	
1. Less traditional students	Part-time faculty could be an advantage: it would be possible to match the interests of the faculty to the changing student population.
2. Energy costs/ shortages	Could severely limit ASU's ability to hire full-time faculty & may tempt it to cut costs by hiring part-time faculty.
3. Inflation	Same as #2.
4. Rapidly changing technology	As available money has to be used to replace such material needs, there would be less money available to hire part-time faculty.
5. Changing market/ career demands	Part-time faculty might help meet this constraint by providing relevant persons to help programs adjust to changing market demands.
6. Insecurity of federal funding	Any decrease in funding to a university produces a strain on all programs; potential decreases from federal sources would be no exception.
7. Demands for accountability	Should not be a constraint if ASU continues to rely mainly on full-time faculty or if part-time faculty are truly competent.
B. Internal Constraints:	
1. Internal support and opposition?	Departments in need of part-time faculty may question this objective. Some faculty may question hiring of part-time faculty.
2. Adequacy of institutional resources?	Yes, if state funding for positions keeps pace with inflation and enrollments remain stable.
3. Legislative action required?	No.
4. UNC-GA or Board of Govs. approval required?	No.
5. State-level opposition?	No.
6. Community support?	Yes.
7. Cost/Source of funds?	No reasonable estimate is possible.

Faculty IV(A): In view of a declining real wage for most sections of the population, including faculty members, the university will strive to hold faculty loss in real income to an amount no more than the national average and will strive to increase "indirect" compensation.

A. External Constraints:	
1. Less traditional students	If anything, improved benefits will increase our ability to hire faculty appropriate for shifting populations.
2. Energy costs/ shortages	Decreases in the general monies for a university will restrict efforts to produce such benefits.
3. Inflation	Same as #2.
4. Rapidly changing technology	Same as #2.
5. Changing market/ career demands	Increased faculty benefits will aid in attracting faculty to meet changes in market demands for shifts in career orientation.
6. Insecurity of federal funding	Reverberations from this could restrict such efforts.
7. Demands for accountability	No effect is foreseen.
B. Internal Constraints:	
1. Internal support and opposition?	All faculty will support this.
2. Adequacy of institutional resources?	The resources to support the idea are there. The money is not.
3. Legislative action required?	No laws need to be changed, but the state legislature would have to approve additional fringe benefits.
4. UNC-GA or Board of Govs. approval required?	Approval will be required for increased funding.
5. State-level opposition?	Some opposition to increased funding is foreseen.
6. Community support?	Yes.
7. Cost/Source of funds?	No reasonable estimate is possible.

Faculty IV(B): The university will strive to acquire and maintain the best possible faculty in an era when resources are diminishing. In order to do this, the university will make every effort to expend as much of its budget as is possible on upgrading faculty salaries.

A. External Constraints:	
1. Less traditional students	If anything, improved benefits will increase our ability to hire faculty appropriate for shifting populations.
2. Energy costs/ shortages	Decreases in the general monies for a university will restrict efforts to produce such benefits.
3. Inflation	Same as #2.
4. Rapidly changing technology	Same as #2.
5. Changing market/ career demands	Increased faculty benefits will aid in attracting faculty to meet changes in market demands for shifts in career orientation.
6. Insecurity of federal funding	Reverberations from this could restrict such efforts.
7. Demands for accountability	No effect is foreseen.
B. Internal Constraints:	
1. Internal support and opposition?	No one aware of budget regulations will support this objective, since it is unnecessary or illegal, depending on the intent of the statement of the objective.
2. Adequacy of institutional resources?	Implementation is not possible if intent is to expend supply & equipment monies for salary purposes; not necessary if intent is to spend all of salary allocations, since that is already done.
3. Legislative action required?	ASU can only spend the designated portion of its budget on faculty salaries.
4. UNC-GA or Board of Govs. approval required?	Yes. See #3 and #5.
5. State-level opposition?	Yes, because it is illegal to spend non-salary funds for salary purposes.
6. Community support?	No.
7. Cost/Source of funds?	The cost will be zero since the objective can have no legal or meaningful implementation.

Faculty V(A): ASU will strengthen and nurture the Faculty Assembly of the University of North Carolina as an effective means of providing meaningful and substantive faculty input to the President and his administration, to the Board of Governors, and to the legislature.

A. External Constraints:	
1. **Less traditional students**	No effect.
2. **Energy costs/ shortages**	No effect.
3. Inflation	No effect.
4. Rapidly changing technology	No effect.
5. Changing market/ career demands	No effect.
6. Insecurity of federal funding	This constraint creates a greater need to articulate guidelines for refocusing programs.
7. Demands for accountability	These demands suggest a greater need to articulate guidelines for refocusing programs, plus great need for faculty input.
B. Internal Constraints:	
1. Internal support and opposition?	Support from all groups.
2. Adequacy of institutional resources?	Yes.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No.
5. State-level opposition?	No.
6. Community support?	Neutral.
7. Cost/Source of funds?	None.

Faculty V(B): ASU will continue and encourage the development of the Faculty Senate as an effective voice in the governance of ASU.

A. External Constraints:	
1. Less traditional students	No effect.
2. Energy costs/ shortages	No effect.
3. Inflation	No effect.
4. Rapidly changing technology	No effect.
5. Changing market/ career demands	No effect.
6. Insecurity of federal funding	No effect.
7. Demands for accountability	No effect.
B. Internal Constraints:	
1. Internal support and opposition?	General support from all groups.
2. Adequacy of institutional resources?	Yes.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No.
5. State-level opposition?	No.
6. Community support?	Neutral.
7. Cost/Source of funds?	Nothing required.

Faculty V(C): The Faculty Senate will revise and refine the structure of university committees.

A. External Constraints:	
1. Less traditional students	No effect.
2. Energy costs/ shortages	No effect.
3. Inflation	No effect.
4. Rapidly changing technology	No effect.
5. Changing market/ career demands	No effect.
6. Insecurity of federal funding	No effect.
7. Demands for accountability	More effective committees should contribute to overall efficiency of the institution.
B. Internal Constraints:	
1. Internal support and opposition?	Possible objections from some faculty members to deletion or modification of certain committees.
2. Adequacy of institutional resources?	Yes.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No.
5. State-level opposition?	No.
6. Community support?	Neutral.
7. Cost/Source of funds?	Possible cost of centrally-located meeting room for university committees.

Faculty V(D): There will be more interaction between the various university councils and the Faculty Senate and faculty in general.

A. External Constraints:	
1. Less traditional students	No effect.
2. Energy costs/ shortages	No effect.
3. Inflation	No effect.
4. Rapidly changing technology	May hinder the interaction between disciplines; rapid obsolescence will make it less likely that faculty & their representative groups can communicate well.
5. Changing market/ career demands	No effect.
6. Insecurity of federal funding	No effect.
7. Demands for accountability	No effect.
B. Internal Constraints:	
1. Internal support and opposition?	There will be general support for this objective.
2. Adequacy of institutional resources?	Yes.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No.
5. State-level opposition?	No.
6. Community support?	Neutral.
7. Cost/Source of funds?	None.

Faculty V(E): ASU will establish an elected committee of the faculty to advise the Chancellor regarding retrenchment issues.

A. External Constraints:	
1. Less traditional students	Retrenchment Committee is an essential element.
2. Energy costs/ shortages	Retrenchment Committee is an essential element.
3. Inflation	Retrenchment Committee is an essential element.
4. Rapidly changing technology	Retrenchment Committee is an essential element.
5. Changing market/ career demands	Retrenchment Committee is an essential element.
6. Insecurity of federal funding	Programming adversely affected. More need for retrenchment.
7. Demands for accountability	Retrenchment Committee is a necessity.
B. Internal Constraints:	
1. Internal support and opposition?	Neutral.
2. Adequacy of institutional resources?	Yes.
3. Legislative action required?	No.
4. UNC-GA or Board of Govs. approval required?	If advisory, no.
5. State-level opposition?	No.
6. Community support?	Neutral.
7. Cost/Source of funds?	Minimal.

Institutional Sector: LIBRARY

Library I: Library holdings will increase to keep pace with increased demands for additional resources and to meet ACRL standards; a minimum of 80 volumes per student (FTE) should be reached by 1990.

A. External Constraints:	
1. **Less traditional students**	The larger adult population, off-campus increases in teaching centers & clusters, & varied curricular offerings may change number of holdings per student.
2. **Energy costs/ shortages**	This objective remains central to the purpose of the university. Possible alternatives, such as a reduced plan of operation, may be considered as need arises.
3. **Inflation**	Inflation would reduce real purchasing power yearly. Possible alternatives include extension of time period for implementation or secure funds from state sources.
4. **Rapidly changing technology**	Technological systems are more efficient over time & would solve as many problems as they present. Care is needed in planning and selection of materials.
5. **Changing market/ career demands**	Emphasis on education rather than training, balance for programs, changing student populations (more adults) are a serious challenge.
6. **Insecurity of federal funding**	Loss of federal funds would not present a serious threat to most programs or resources. Student funds would be lost, but student attrition would offset needs.
7. **Demands for accountability**	All institutions should provide evidence of their purpose. Simple models could be used for this specific objective.
B. Internal Constraints:	
1. **Internal support and opposition?**	All or most groups within the university will support the policy. Special support should come from graduate programs.
2. **Adequacy of institutional resources?**	Faculty, staff, administration, and facilities exist in sufficient strength to begin implementation. Full implementation will require additional personnel & expanded physical facilities.
3. **Legislative action required?**	The state legislature will be required to approve the funding.
4. **UNC-GA or Board of Govs. approval required?**	Meeting this objective necessitates a substantial increase in the library budget, which will require approval through the usual budget process.
5. **State-level opposition?**	Objective is consistent with mission statement. Advisory Budget Commission may not approve sufficient increases to implement objective.
6. **Community support?**	N/A.
7. **Cost/Source of funds?**	Given: $23.66 per book, with 12% inflation. Given present FTE: 8,353. Cost total, with 250 annual FTE increase: $25,264,838.

Library II: To ensure adequate funding for the purchase of library materials by increasing the yearly budget..., providing additional funding to support new programs..., seeking alternative means of funding..., and establishing a separate budget item for audio-visual materials.

A. External Constraints:	
1. Less traditional students	Most aspects of objective would not be affected. More additional audiovisual media may be needed for this specific population.
2. Energy costs/ shortages	Difficult to assess. Certainly these factors will influence the amount of materials purchased.
3. Inflation	If the inflation factor is obtained, this should offset any substantial effect of higher costs brought on as a result of inflation.
4. Rapidly changing technology	Technology should solve as many problems as it creates, unless a major technology arises.
5. Changing market/ career demands	No new major problems. If we stay within the parameters of objective, all new programs must be approved on the basis of budget.
6. Insecurity of federal funding	No effect.
7. Demands for accountability	This objective is a strong move toward an accountability model.
B. Internal Constraints:	
1. Internal support and opposition?	Most university groups will support the objective(s) as stated. There may be some new programs that do need immediate university budget support.
2. Adequacy of institutional resources?	No.
3. Legislative action required?	Funding at a rate equal to the annual inflation rate would need to be enacted by the state. Internal distribution of funds is a university prerogative.
4. UNC-GA or Board of Govs. approval required?	Funding at an increased rate equal to the annual inflation rate would need approval of the UNC-GA and Board of Governors.
5. State-level opposition?	Probably not in theory. Necessary money must, of course, be available from the state budget.
6. Community support?	N/A
7. Cost/Source of funds?	Present library book budget $478,247. At 12% annual inflation, this figure would double in 8-10 yrs. In view of increased expenditures recommended in Obj. I, meeting this objective would not provide the funds to implement that policy.

Library III: The library staff, in cooperation with the Learning Resources Committee, will develop an overall collection philosophy as the basis for a more systematic allocation of library resources among competing instructional, research, and extracurricular program needs.

A. External Constraints:	
1. Less traditional students	Might necessitate a change in priorities for allocation of library resources; however, an overall collection philosophy would still be desirable.
2. Energy costs/ shortages	Higher energy costs might force a limited library budget thereby requiring, to an even greater extent, an overall collection philosophy.
3. Inflation	If inflation forced a limited library budget, then an overall collection philosophy would be very desirable.
4. Rapidly changing technology	This would not affect the need for an overall collection philosophy.
5. Changing market/ career demands	No effect.
6. Insecurity of federal funding	This would not affect the need for an overall collection philosophy.
7. Demands for accountability	An overall collection philosophy would be very desirable if there were increasing demands for accountability.
B. Internal Constraints:	
1. Internal support and opposition?	Most groups or sectors within ASU will support the policy. However, some might disagree with the specific allocations.
2. Adequacy of institutional resources?	The only resources needed which ASU does not presently have would be funding of a position for a professional bibliographer.
3. Legislative action required?	This policy calls for a new position & therefore the state legislature would have to act.
4. UNC-GA or Board of Govs. approval required?	Yes, since a new position is involved.
5. State-level opposition?	Probably not, since it only involves the funding of a position for a professional bibliographer.
6. Community support?	Yes.
7. Cost/Source of funds?	$22,000-$25,000 annual salary for a professional bibliographer.

Library IV: Professional staff with expertise in the areas of subject specialization, systems design, foreign languages, and information retrieval will be added to library personnel to improve information services. Clerical staff with library technical skills will be increased to provide support services for the professional staff at a ratio of three to one.

A. External Constraints:	
1. Less traditional students	Might necessitate a different type of professional staff. However, the need for such a staff would still exist.
2. Energy costs/ shortages	These additional costs probably would result in a reduction of staff and new positions such as these would suffer.
3. Inflation	Serious inflation, if not matched by funding, might affect the hiring of additional staff which certainly would affect this objective.
4. Rapidly changing technology	This is why there is a need for a professional staff with expertise in these various areas.
5. Changing market/ career demands	No effect.
6. Insecurity of federal funding	Loss of federal funds might indirectly cause a reduction of staff, and this objective would certainly be affected.
7. Demands for accountability	A professional staff with expertise in various areas would be an asset if there were increasing demands for evaluation and accountability.
B. Internal Constraints:	
1. Internal support and opposition?	If increase of staff in one area results in a decrease in another area, this policy would meet with opposition in those areas negatively impacted.
2. Adequacy of institutional resources?	No.
3. Legislative action required?	This policy calls for new positions & therefore the state legislature would have to act.
4. UNC-GA or Board of Govs. approval required?	Yes, because new positions would have to be funded.
5. State-level opposition?	Probably, because of the number of new positions requested in this objective.
6. Community support?	N/A
7. Cost/Source of funds?	$304,000+. Stage 10 recommends addition of 32 clerical staff & an unspecified number of professional staff, which would be an additional expenditure.

Library V: The library administration will be consulted by departmental curriculum committees concerning resources, present and potential, needed for the support of new and expanded programs, and the library will be represented on all academic policy committees that affect or are affected by the library.

A. External Constraints:	
1. Less traditional students	This objective should help ensure that changing program demands will be supported by adequate library resources.
2. Energy costs/ shortages	N/A
3. Inflation	N/A
4. Rapidly changing technology	N/A
5. Changing market/ career demands	This objective should help ensure that changing program demands will be supported by adequate library resources.
6. Insecurity of federal funding	N/A
7. Demands for accountability	This objective should be an asset in meeting these demands.
B. Internal Constraints:	
1. Internal support and opposition?	There should be no resistance.
2. Adequacy of institutional resources?	Yes.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No.
5. State-level opposition?	No.
6. Community support?	N/A
7. Cost/Source of funds?	No extra cost is involved.

Library VI: To provide better and more cost effective use of the library's resources, computer technology will be utilized in the development and implementation of a total library system consisting of Acquisitions, Cataloging, Serials, and Circulation Control.

A. External Constraints:	
1. Less traditional students	This objective should assist library in meeting changing needs.
2. Energy costs/ shortages	Curtailment of technical services would result in a need for more personnel.
3. Inflation	Same as #2.
4. Rapidly changing technology	The current partially automated system is planned for compatability with technological changes.
5. Changing market/ career demands	This objective should assist library in meeting changing needs.
6. Insecurity of federal funding	No effect owing to minimal ($1900 for books) federal funding.
7. Demands for accountability	This objective should aid in meeting these demands.
B. Internal Constraints:	
1. Internal support and opposition?	The current partial implementation has general support.
2. Adequacy of institutional resources?	Yes, to begin implementation. This is already underway.
3. Legislative action required?	No legislative action required, unless additional funding is requested.
4. UNC-GA or Board of Govs. approval required?	Any additional funding for the implementation of this policy would need action at this level.
5. State-level opposition?	No, except to large amounts of additional funding.
6. Community support?	As library use by community increases, there should be appreciation of the system.
7. Cost/Source of funds?	More detailed planning information is required before any estimate can be made -- an automated system involves a major expenditure of funds.

Library VII: In order to determine how best to use its resources, the library will conduct ongoing studies, including cost efficiency studies.

A. External Constraints:	
1. Less traditional students	N/A
2. Energy costs/ shortages	N/A
3. Inflation	Higher costs will make it mandatory that the library implement this objective.
4. Rapidly changing technology	Achievement of this objective will lessen the negative effects of this constraint & provide library administration & staff opportunity to identify problem areas.
5. Changing market/ career demands	N/A
6. Insecurity of federal funding	Decreases in federal funds to support libraries would make the implementation of this objective necessary.
7. Demands for accountability	Implementation of this objective will be a positive response to this constraint.
B. Internal Constraints:	
1. Internal support and opposition?	Support from administration. Possibly some staff members may be reluctant to undertake studies projected in Stage 9. Library management may question calling in consultants in arbitrary years instead of as needed.
2. Adequacy of institutional resources?	It is anticipated that library staff will conduct the majority of these studies with no additional staff needed for this purpose & that a consultant will be hired in 1985 & every 5 or 10 years thereafter.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No.
5. State-level opposition?	N[illegible]
6. Community support?	N/A
7. Cost/Source of funds?	Cost for consultants will be in the $200 per day range. Other costs involved will be staff time for ongoing, internal studies.

Library VIII: In order to support faculty research and the information needs of the patrons of the library, the library will participate in on-line information retrieval networks and resource-sharing networks of a state, regional, or national organizational structure.

A.	External Constraints:	
1.	Less traditional students	Meeting these changing needs would be facilitated by the implementation of this objective.
2.	Energy costs/ shortages	N/A
3.	Inflation	Higher costs will decrease use of on-line information networks or limit use to patrons who can afford the service (e.g., faculty members with research grants).
4.	Rapidly changing technology	Will give patrons better access to information from many sources, & require periodic upgrading of equipment and that staff constantly improve skills & training.
5.	Changing market/ career demands	N/A
6.	Insecurity of federal funding	Decreases in faculty research due to lack of federal funding for research & other programs will lessen the need for access to some of these resources.
7.	Demands for accountability	There will be a need for constant evaluation of how well the library patrons' needs are being met by the systems to justify the high expense involved.
B.	Internal Constraints:	
1.	Internal support and opposition?	The faculty and administration will support this objective.
2.	Adequacy of institutional resources?	The major constraint in this area will be the lack of staff to implement this objective to the fullest.
3.	Legislative action required?	Legislature must approve any changes in funding formula or increased allocations.
4.	UNC-GA or Board of Govs. approval required?	Yes, because of need to change the way libraries are funded and to increase amount of library allocations to provide these services.
5.	State-level opposition?	Possibly.
6.	Community support?	N/A
7.	Cost/Source of funds?	To date, necessary funds have come from library book budget. To improve and extend the service, either a substantial increase in this budget area must be made or a separate category established within the budget.

Library IX: The library will provide improved access to its microform and government document collections through comprehensive indexing of those collections in the main card catalog, increased staff assistance to users, an increase in the number of microform reading machines, and more efficient repair and maintenance of microform equipment.

A. External Constraints:	
1. Less traditional students	N/A
2. Energy costs/ shortages	N/A
3. Inflation	Early purchase of materials would forestall increased cost.
4. Rapidly changing technology	An ongoing budget for updating machine use would be desirable, e.g., programmable equipment.
5. Changing market/ career demands	N/A
6. Insecurity of federal funding	N/A
7. Demands for accountability	Increased services should meet foreseeable demands for accountability.
B. Internal Constraints:	
1. Internal support and opposition?	All groups would support this.
2. Adequacy of institutional resources?	Additional staff will be needed to index the collections.
3. Legislative action required?	Budget increases would require legislative approval.
4. UNC-GA or Board of Govs. approval required?	Any additional budget increase will need approval.
5. State-level opposition?	No.
6. Community support?	N/A
7. Cost/Source of funds?	Additional resources needed to purchase microfilm (c.$1400 ea.) & microfiche (c.$220 ea.) readers. It would cost over $100,000 to produce catalog cards for the material in these collections.

Library X: The library will seek to become the major repository for primary manuscript data on the Southern Appalachian region.

A. External Constraints:	
1. Less traditional students	N/A
2. Energy costs/ shortages	N/A
3. Inflation	This would not be a great constraint since most manuscripts would be donated.
4. Rapidly changing technology	N/A
5. Changing market/ career demands	N/A
6. Insecurity of federal funding	The recommendation that grant funding be sought for this collection might be threatened by changing priorities & require that private grants be sought instead.
7. Demands for accountability	A manuscript collection on Appalachia would fulfill a natural mission of the university.
B. Internal Constraints:	
1. Internal support and opposition?	All areas will support this policy.
2. Adequacy of institutional resources?	Resources are adequate to begin. Increasing the acquisitions in this area will require a manuscript specialist. Facilities for preservation and restoration of manuscript materials will be required.
3. Legislative action required?	Legislature would have to approve increased funding.
4. UNC-GA or Board of Govs. approval required?	The policy involves a new position which would have to be funded by an increase in the library budget.
5. State-level opposition?	No.
6. Community support?	The community has evidenced enthusiasm for this policy.
7. Cost/Source of funds?	1 additional professional: $22-25,000. Supply & equip. budget additions to cover archival materials cost. Slight increase in book budget to cover acquisition of manuscript materials cost.

Library XI: In order to meet adequately the changing demands on the library and its limited resources, the library's organizational structure and procedures will be designed so as to facilitate cooperative participation by library administrators, faculty, staff, and the Learning Resources Committee in management decisions that affect the library.

A. External Constraints:	
1. Less traditional students	N/A
2. Energy costs/ shortages	N/A
3. Inflation	Broadened input into decision-making process by library personnel & LRC will bring more knowledge to bear on solutions to problems created by this constraint.
4. Rapidly changing technology	Same as #3
5. Changing market/ career demands	Same as #3
6. Insecurity of federal funding	N/A
7. Demands for accountability	Drawing upon expertise of library personnel & LRC in identifying problems & developing more efficient policies & procedures will aid library admin. in meeting these demands.
B. Internal Constraints:	
1. Internal support and opposition?	The university administration & Learning Resources Committee would support this objective.
2. Adequacy of institutional resources?	Yes.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No.
5. State-level opposition?	No.
6. Community support?	No.
7. Cost/Source of funds?	No additional funds needed. The increase will be in more time spent in committee meetings & other shared management activities by library personnel & LRC.

Library XII: Procedures for library support of off-campus classes will be developed in several areas: funding to support needed resources as a separate budgetary item; modification of circulation policies to facilitate off-campus use of library materials; and necessary support by Audio-Visual Services in providing for the development of instructional programs and telecommunications.

A. External Constraints:	
1. Less traditional students	This objective will improve ASU's ability to serve the needs of nontraditional off-campus students.
2. Energy costs/ shortages	Will make implementation of this objective necessary if higher energy costs result in increased number of cluster programs.
3. Inflation	Rising costs of library materials & telecommunications system development may make it impossible to achieve this objective.
4. Rapidly changing technology	Will require that any delivery system for off-campus programs be designed to be as flexible as possible to meet changes as they occur.
5. Changing market/ career demands	N/A
6. Insecurity of federal funding	Stage 10 suggests federal or private grants be sought for planning & construction of telecommunications system. Lack of federal funding might jeopardize this.
7. Demands for accountability	This objective would improve quality of off-campus programs & thus respond to demands for evaluation.
B. Internal Constraints:	
1. Internal support and opposition?	Support from Graduate School, Learning & Human Development, Continuing Education, & Learning Resources.
2. Adequacy of institutional resources?	Additional funding for books, equipment, & travel and possibly additional personnel as off-campus program grows. Telecommunications system requires additional facilities and substantially increased funding.
3. Legislative action required?	Broadcast licensing will be required for the telecommunications system. Legislature must approve any additional state funding.
4. UNC-GA or Board of Govs. approval required?	The establishment of a separate budgetary item for purchase of materials will require action at this level.
5. State-level opposition?	No opposition to the policy is anticipated; funding more difficult.
6. Community support?	The community stands to benefit from the policy.
7. Cost/Source of funds?	Insufficient information on which to base an estimate: probably very expensive because it includes both professional personnel & sophisticated technology.

Institutional Sector: STUDENT DEVELOPMENT SERVICES

Student Development Services I: The Student Affairs area of the university will be structured so as to offer most efficiently a wide range of high quality student services in order to enhance the total development of students as individuals and as group members.

A. External Constraints:	
1. **Less traditional students**	Needs of less traditional students can be met if Student Affairs is structured to offer wide range of services & considers development of students as individuals.
2. **Energy costs/ shortages**	Cost **benefits may** necessitate reevaluation & justification of scope of programs. Activities related to environmental concerns & conservation need to be stressed.
3. Inflation	Expansion of services would be affected by financial resource limitations. More selective targeting of activities and services will be necessary.
4. Rapidly changing technology	Requires that individuals stay current with information trends so as to make better decisions regarding acquisition of materials and equipment.
5. Changing market/ career demands	The objective aims at achieving flexibility necessary to complement the students' academic pursuits.
6. Insecurity of federal funding	Impact would be evident in student financial aid area since many ASU students are dependent on federal financial aid.
7. Demands for accountability	Direct cost benefit accountability would be difficult to establish for all programs; student retention & recruitment efforts could serve as measurements.
B. Internal Constraints:	
1. Internal support and opposition?	Policy is not controversial. No significant disagreement foreseen.
2. Adequacy of institutional resources?	Staff, faculty, & administrative resources are available. Possibly restructuring some responsibilities could enhance overall programming & services offered.
3. Legislative action required?	No legislative action required for restructuring, but would be necessary for formula funding referred to in Stage 10 report.
4. UNC-GA or Board of Govs. approval required?	Not to restructure, but would be required for formula funding.
5. State-level opposition?	No opposition to restructuring. Formula funding for staffing of Student Affairs would meet some opposition.
6. Community support?	Yes.
7. Cost/Source of funds?	Specialists in the area could evaluate effectiveness. Restructuring should enhance the opportunity for more efficiency.

Student Development Services II: ASU will seek to improve its program for student academic advisement and career counseling.

A. External Constraints:	
1. Less traditional students	Greater emphasis on career counseling & possible reduction in liberal arts programs may result, creating need for faculty members better versed in career advisement.
2. Energy costs/ shortages	Needed personnel increases and released time for faculty might be curtailed; special workshops to orient faculty to career counseling might not be developed.
3. Inflation	See #2.
4. Rapidly changing technology	Major impact on career counseling, since jobs for grads will change with changing technology. Would make it more difficult for faculty to keep abreast of career trends.
5. Changing market/ career demands	Will require greater effort on part of faculty & counselors in outreach programs, workshops, etc. May require adjustments in curriculum & faculty assignments.
6. Insecurity of federal funding	Student financial aid reductions might reduce number of students & create a shift in type of student served and type of counseling & advising needed.
7. Demands for accountability	Would involve keeping statistics on students employed, employers contacted; more emphasis on finding jobs for grads, job training, less emphasis on liberal arts.
B. Internal Constraints:	
1. Internal support and opposition?	Many faculty & counselors would resist assuming career counseling duties. No unit is currently staffed to do this adequately. Development would probably oppose removal of outreach aspects of Placement Office.
2. Adequacy of institutional resources?	Sufficient staff lacking for expanded vocational counseling. Faculty available, but require retraining for extensive vocational counseling.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No approval beyond ASU is required.
5. State-level opposition?	Opposition unlikely.
6. Community support?	Yes.
7. Cost/Source of funds?	A suggested reorganization plan: place 3 grad assts & 1 full-time counselor in Counseling Center as vocational counselors. Outreach function to remain in Dev. Off.

Student Development Services III: The Psychological Services Center will be adequately funded, housed, and staffed to meet the counseling needs of students and to provide testing service to the university community.

A.	External Constraints:	
1.	**Less traditional students**	Little effect, since counseling is highly individualized & already deals with a variety of student needs. More impact on group counseling.
2.	**Energy costs/ shortages**	Will affect total budget, ultimately affecting the Center in staffing capacity. AV & biofeedback equipment are "hardware" expenses most likely to be reduced.
3.	Inflation	See #2 above.
4.	Rapidly changing technology	Biofeedback technology would show the greatest impact. Equipment would need to be updated & users retrained as technology advances.
5.	Changing market/ career demands	Vocational materials need frequent updating & counseling personnel need to attend workshops to keep up.
6.	Insecurity of federal funding	These services are not directly dependent upon federal funding. Indirect effects would result if cuts in financial aid reduced number of students at ASU.
7.	Demands for accountability	Steps are being taken to increase evaluation & accountability efforts. These demands will be met readily & at low cost under leadership of new director.
B.	Internal Constraints:	
1.	Internal support and opposition?	Greatest obstacle involves overlapping functions among the Center, Placement, Complementary Ed., & General College. Any of these might perceive a threat if curtailed.
2.	Adequacy of institutional resources?	Center staff inadequate in quantity, but quality is high. Need to add 2 staff members during next 2 yrs., reorganize services, use more graduate assistants/interns.
3.	Legislative action required?	No legislative action required.
4.	UNC-GA or Board of Govs. approval required?	If student fees are increased, outside approval will be required.
5.	State-level opposition?	Unlikely.
6.	Community support?	Yes.
7.	Cost/Source of funds?	Two counselors: \$15,000 1st yr.; same 2nd yr. + longevity; \$18,000 for 2nd counselor 2nd yr. Recommend moving 1 vocational counselor from Placement & add 3 assists. Source: student fees.

Student Development Services IV: Student Affairs will continue to administer a program of extra-class and co-curricular activities which enhances and illustrates the knowledge gained in the formal classroom, broadens cultural horizons, and creates international understanding and intercultural sensitivity.

A. External Constraints:	
1. Less traditional students	Should enhance international & intercultural dimensions of Obj. IV. Might require shifts in funding priorities to organizations to serve non-traditional students.
2. Energy costs/ shortages	Will curtail activities of co-curricular nature. May require new efforts to generate funding outside of university budget for specific co-curricular activities.
3. Inflation	Will inhibit growth of new programs, and make difficult the maintenance of existing programs.
4. Rapidly changing technology	Impact is difficult to predict on extra-class activities.
5. Changing market/ career demands	Will have to emphasize flexibility, innovation, experimentation in new programs rather than to be left behind offering out-of-date or redundant programs.
6. Insecurity of federal funding	Less impact at ASU than other universities in terms of extra-class activities. ASU will have to tailor offerings in accord with budget limitations.
7. Demands for accountability	If such demands come down the chain of command, a plan will have to be formulated for an evaluation scheme & then will undergo an experimental implementation.
B. Internal Constraints:	
1. Internal support and opposition?	University agencies who have to support new programs with money or faculty time will resist the policy. Those which stand to gain will support it.
2. Adequacy of institutional resources?	Not unless other currently funded activities are neglected. A shift in funding priorities will have to occur.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	Not unless higher fees are to be assessed.
5. State-level opposition?	Policy implementation can be formulated in such a way as to stay within existing regulations and directions.
6. Community support?	In minor ways, yes. Large-scale community support in terms of participation or funding is not predictable.
7. Cost/Source of funds?	Impossible to say without programming, personnel, housing, and administration costs.

Student Development Services V: Appalachian State University will strengthen its structure for involving students in institutional government.

A. External Constraints:	
1. **Less traditional students**	The prospect of older, more mature and job-oriented students probably makes greater student participation harder to achieve.
2. **Energy costs/ shortages**	**Energy problems should have no major effect on the** achievement of this particular objective.
3. Inflation	Students involved in academic govt. typically oppose raises in tuition & other academic expenses. This may make such increases harder to implement & justify.
4. Rapidly changing technology	Technological change poses no threat to the achievement of this objective.
5. Changing market/ career demands	No difficulty is anticipated here.
6. Insecurity of federal funding	Fewer funds could heighten tension between student and faculty members of university committees over allocation of funds.
7. Demands for accountability	While some student involvement in institutional govt. is desirable, it is admin. & faculty who remain most accountable. This must be clear to all concerned.
B. Internal Constraints:	
1. Internal support and opposition?	Probably general student approval, but many admin. and faculty are opposed in principle to students' taking more than a minor role in such matters.
2. Adequacy of institutional resources?	No additional resources should be required to put this policy into effect.
3. Legislative action required?	No legal difficulties unless student involvement reaches a point where administration & faculty appear to have abdicated their responsibilities.
4. UNC-GA or Board of Govs. approval required?	Changes anticipated should require no official approval from bodies beyond the campus administration.
5. State-level opposition?	Difficulty could be expected only if the traditionally conservative legislature felt that excessive power had been put into the hands of students.
6. Community support?	Policy is unlikely to be of interest to the community unless it should come to share the perception mentioned in #5.
7. Cost/Source of funds?	Since committee memberships are unsalaried positions, no additional cost is foreseen.

Student Development Services VI: Student Affairs will involve students in carrying out an effective judiciary system for the student body.

A.	**External Constraints:**	
1.	Less traditional students	No appreciable effect.
2.	Energy costs/ shortages	N/A
3.	Inflation	N/A
4.	Rapidly changing technology	N/A
5.	Changing market/ career demands	Active student participation in the judiciary system would serve as good experience for any chosen field of study.
6.	Insecurity of federal funding	No effect.
7.	Demands for accountability	Student development research experts could evaluate this aspect of the system.
B.	**Internal Constraints:**	
1.	Internal support and opposition?	All sectors should give support.
2.	Adequacy of institutional resources?	Resources are already available.
3.	Legislative action required?	No legislative action required.
4.	UNC-GA or Board of Govs. approval required?	No.
5.	State-level opposition?	No.
6.	Community support?	Policy should have no impact on the community.
7.	Cost/Source of funds?	No additional funds would be necessary.

Student Development Services VII: ASU will strive to maintain its policy of making aid available to academically and/or financially deserving students.

A. External Constraints:	
1. Less traditional students	More students from low-income families create a strain on resources. More students declaring legal independence from parents require costly verification work.
2. Energy costs/ shortages	Energy costs add to student need and thus to the drain on available aid money.
3. Inflation	Available funds may fail to keep pace with rise in individual student budget. Either fewer will get assistance or many will be given less than proven need.
4. Rapidly changing technology	Changes in technology are unlikely to have major effects on the availability of aid funds.
5. Changing market/ career demands	Financial aid is only very indirectly related to such academic adjustments.
6. Insecurity of federal funding	Federal funds will continue to be a matter of great uncertainty, especially because of the advent of a new administration in Washington.
7. Demands for accountability	Rate of default on student loans at ASU is lower than national average, but continuing inflation & ailing economy may make collection more difficult in future.
B. Internal Constraints:	
1. Internal support and opposition?	The financial aid program has the support of a great majority of students and faculty on campus.
2. Adequacy of institutional resources?	More computer time is needed by Financial Aid, as well as additional personnel to counsel students & inform potentially qualified recipients of aid.
3. Legislative action required?	No change of laws at present, but is a possibility if the general money situation continues to tighten. Stage 10 projects new state funded positions.
4. UNC-GA or Board of Govs. approval required?	Regulations governing disbursement of aid funds are enacted primarily by the U.S. Congress rather than at the state level.
5. State-level opposition?	No opposition is likely. Federal money makes up the greatest part of financial aid for college students.
6. Community support?	The community generally supports academic financial aid programs & has a stake in keeping ASU's student population as high as possible.
7. Cost/Source of funds?	Financial Aid Office will coordinate about $9 million in 1980-81. Sources are federal, state, institutional, & private. State funds projected for new positions.

Student Development Services VIII: University housing facilities will be operated more efficiently and in a manner which enhances and contributes to the learning program and to the general development of the student.

A. External Constraints:	
1. Less traditional students	Consideration will have to be given to flexibility in accommodating needs of a less traditional student population.
2. Energy costs/ shortages	**Rising energy costs will require that ASU continue to carry out retrofitting and energy conservation measures.**
3. Inflation	The objective should reinforce the effective utilization of resources.
4. Rapidly changing technology	Ongoing effort for personnel in the area to stay current with new technology in order to make better decisions.
5. Changing market/ career demands	Not applicable.
6. Insecurity of federal funding	Not applicable.
7. Demands for accountability	Justification of self-supporting area fees requires that constant evaluation and accountability be maintained by the area.
B. Internal Constraints:	
1. Internal support and opposition?	Policy should receive support from all concerned groups.
2. Adequacy of institutional resources?	No additional personnel required. Efforts must continue to seek budgetary relief for administrative positions through appropriated funds.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No approval necessary.
5. State-level opposition?	No.
6. Community support?	The community should be very supportive of the policy.
7. Cost/Source of funds?	Most activities are already in the budget. Fed. funds will be sought for technical assistance in evaluating energy efficiencies. Matching funds from student fees.

Student Development Services IX: Students at ASU will be provided with better health services.

A. External Constraints:	
1. Less traditional students	Little impact is expected; health needs are expected to remain the same.
2. Energy costs/ shortages	Student health services are so vital that student fees might be increased so that services would not be curtailed.
3. Inflation	See #2 above.
4. Rapidly changing technology	New laws concerning pharmaceuticals will have impact, as will need to keep equipment current. Need pharmacist; travel funds & workshop tuition to keep staff current.
5. Changing market/ career demands	No impact is expected.
6. Insecurity of federal funding	See #2 above.
7. Demands for accountability	The medical profession is increasingly being held accountable for medical procedures, and this campus organization is no exception.
B. Internal Constraints:	
1. Internal support and opposition?	No opposition is expected.
2. Adequacy of institutional resources?	Probably an increase in student fees will be required. Student needs exceed capacity of staff & facilities. Additional doctors/staff are needed.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	Outside approval is required for any increase in student fees.
5. State-level opposition?	No.
6. Community support?	Yes.
7. Cost/Source of funds?	$70,000 for 1 new doctor & nurse; combination pharmacist/ business manager $27,000; the $100,000 allocated to furnish new building will probably be insufficient.

Student Development Services X: The university will offer a campus recreation program, both structured and unstructured, which meets students' needs.

A. External Constraints:	
1. Less traditional students	Less traditional students may require fewer recreational programs.
2. Energy costs/ shortages	May restrict the construction of new facilities, limit hours of operation of existing facilities.
3. Inflation	May limit the building of new facilities or require that smaller or less than optimum facilities be constructed.
4. Rapidly changing technology	Limited impact; however, new facilities should be of the most up-to-date design, utilizing the latest equipment and knowledge.
5. Changing market/ career demands	Recreation program under discussion here is not career-oriented, except for a few PE majors who function as interns.
6. Insecurity of federal funding	Federal funds for recreational programs are insecure in any case.
7. Demands for accountability	No problem, except for accountability to funding sources who find it difficult to see relationship between recreation programs and the university's mission.
B. Internal Constraints:	
1. Internal support and opposition?	Support should be widespread if new programs do not undercut or compete with existing programs.
2. Adequacy of institutional resources?	Yes, to begin implementation. Additional funds will be required for projected recreational facility.
3. Legislative action required?	No legislative action for recreational program, but General Assembly would have to approve and perhaps provide partial funding for new facility.
4. UNC-GA or Board of Govs. approval required?	Approval would be required for new facility.
5. State-level opposition?	No, except possibly to provide state appropriation for new facility.
6. Community support?	Community not likely to be concerned.
7. Cost/Source of funds?	Estimate for recreational facility in 1980 budget request was $1,179,700, with $589,850 in state funds requested. The rest to come from self-liquidating funds.

Student Development Services XI: The university will provide a varsity sports program, facilities, and staff which conform to guidelines and regulations of the Southern Athletic Conference, the National Collegiate Athletic Association, and the Association of Intercollegiate Athletics for Women and which is consistent with the purpose of the university.

A. External Constraints:	
1. Less traditional students	No problems are anticipated for the varsity athletic programs as a result of such developments.
2. Energy costs/ shortages	Varsity athletics will suffer financial difficulties. Heating and lighting needs are higher for athletic events & practices than for most campus activities.
3. Inflation	Rising scholarship costs; rising travel costs may necessitate cheaper modes of travel taking smaller squads to competitive events off campus.
4. Rapidly changing technology	Except for the general problem of replacement costs for athletic equipment, this concern presents no immediate difficulties.
5. Changing market/ career demands	Such difficulty has little bearing on non-professional athletic programs.
6. Insecurity of federal funding	Federal funds make up no direct part of Athletic budget. In any general retrenchment, however, varisty athletics would suffer to some degree.
7. Demands for accountability	In addition to continuing to apply strict financial accounting procedures, varsity sports must constantly prove their own value to the university & community.
B. Internal Constraints:	
1. Internal support and opposition?	Majority of students strongly support an active varsity program; most of faculty share this view, though significant minority are opposed. Cutbacks would be controversial.
2. Adequacy of institutional resources?	Coaching staffs are adequate; clerical help is in short supply & it is doubtful that more money can be found soon to fill this need.
3. Legislative action required?	The Athletic Department believes itself in conformity with federal law regarding women's athletics. No additional legislation required.
4. UNC-GA or Board of Govs. approval required?	There is little likelihood of disapproval or radical alteration of these policies as they now stand.
5. State-level opposition?	The state government appropriates funds for athletic facilities but not operating funds for the program. Opposition unlikely from any of these bodies.
6. Community support?	The community has historically supported ASU varsity athletics enthusiastically. Elimination of minor sports would not be noted.
7. Cost/Source of funds?	Cost is now $1 million annually & should rise by about 10% per year for next decade. Funding must come from student fees, gate receipts, & alumni giving (Yosef).

Institutional Sector: PHYSICAL RESOURCES

Physical Resources 1: The university will make a commitment to the development of a comprehensive phased plan addressing campus beautification, sound land use planning, maintenance, energy use efficiency, and accessibility.

A. External Constraints:	
1. Less traditional students	No appreciable impact.
2. Energy costs/ shortages	Although these factors may slow the implementation of such a plan, they should not affect its development since it addresses energy efficiency.
3. Inflation	May slow the implementation of the plan, but should not affect the development of a phased plan.
4. Rapidly changing technology	No effect.
5. Changing market/ career demands	N/A
6. Insecurity of federal funding	Not a factor.
7. Demands for accountability	The achievement of this objective will respond to such demands.
B. Internal Constraints:	
1. Internal support and opposition?	All sectors will support the objective in principle. Some may question its cost or specific proposals that result from it.
2. Adequacy of institutional resources?	Yes, to formulate the plan, but will probably lack the funds to implement it.
3. Legislative action required?	No legislative action required to plan. State funding would require legislative action.
4. UNC-GA or Board of Govs. approval required?	No, not to plan.
5. State-level opposition?	No, not to the concept of planning.
6. Community support?	Yes, unless specific aspects of plan threaten community values.
7. Cost/Source of funds?	Much can be done using local personnel & resources. Desirable professional consultation estimated at $35,000. Funds can be set aside for a 2-3 year partitioning of project by Business Affairs.

Physical Resources 11: The university will institute a more efficient maintenance program for the physical plant through incorporation of new techniques and the development of a maintenance staff adequate to meet the needs of the physical plant.

A. External Constraints:	
1. Less traditional students	Should not affect this objective.
2. Energy costs/ shortages	The impact of energy costs & consequent shortages should enhance the implementation of this objective.
3. Inflation	Radical inflation should make it mandatory to improve efficient use of existing facilities & personnel.
4. Rapidly changing technology	May require in-service training programs for existing personnel.
5. Changing market/ career demands	N/A
6. Insecurity of federal funding	Insecurity of federal funding could limit the total use of physical plant, but would not appear to limit the need for efficient maintenance.
7. Demands for accountability	Would appear to demand cost accounting at all levels, especially in physical maintenance. Objective should help meet these demands.
B. Internal Constraints:	
1. Internal support and opposition?	The majority of employees would support this. A small percentage may be apprehensive if efficiency changes cause a reduction in the number of needed personnel.
2. Adequacy of institutional resources?	Existing resources appear to be available for initial implementation. Restraints exist in funding.
3. Legislative action required?	State legislature would have to approve funding for additional positions if not supported by increased enrollment.
4. UNC-GA or Board of Govs. approval required?	Not unless new positions are requested.
5. State-level opposition?	Possibly, if achievement of objective requires excessive additional funding.
6. Community support?	Yes.
7. Cost/Source of funds?	The increased efficiency could conceivably reduce the current cost of operation & not necessitate additional funding.

Physical Resources III: The university will establish itself as a leader in controlled energy use and develop a model demonstration campus for alternative energy sources.

A. External Constraints:	
1. Less traditional students	No effect.
2. Energy costs/ shortages	These will spur and encourage completion of the objective.
3. Inflation	May delay implementation; however, the economic advantage of completion should offset this.
4. Rapidly changing technology	New technology can be used to advantage in developing this objective.
5. Changing market/ career demands	No impact.
6. Insecurity of federal funding	Federal funding will be of assistance in completing this objective, so this could have a negative effect.
7. Demands for accountability	Objective responds to these demands.
B. Internal Constraints:	
1. Internal support and opposition?	All will support this objective.
2. Adequacy of institutional resources?	Requires additional personnel and resources.
3. Legislative action required?	Legislature would have to approve any increases in state funding.
4. UNC-GA or Board of Govs. approval required?	No, with the exception of projects which will require state funding.
5. State-level opposition?	No.
6. Community support?	Yes.
7. Cost/Source of funds?	$500,000-$1,500,000. Some of the funds related to this objective have been requested for 1981-83. More will be needed and requested for 1983-85.

Physical Resources IV: Appalachian State University will improve its communication facilities.

A. External Constraints:	
1. Less traditional students	A change in the traditional student population should not affect the need for improved communications.
2. Energy costs/ shortages	Rising costs could affect budget monies already set aside & could affect abilities of both parties to live up to agreements.
3. Inflation	Serious inflation, if not matched by funding, might affect ASU's ability to meet proposed plans.
4. Rapidly changing technology	Would make it difficult & expensive to prevent equipment from becoming obsolete. If equipment can be constantly updated, communication facilities will benefit.
5. Changing market/ career demands	The proposed communication system would help program development keep pace.
6. Insecurity of federal funding	A loss of these funds would probably reduce the size of the student body and hence the scope of the communication system needed.
7. Demands for accountability	No significant impact.
B. Internal Constraints:	
1. Internal support and opposition?	Most would desire an improved communication system. This would not be very controversial.
2. Adequacy of institutional resources?	See no problem in acquiring any special resources, if needed.
3. Legislative action required?	No legal problems are foreseen.
4. UNC-GA or Board of Govs. approval required?	The agreement between UNC television network and ASU may be difficult. Who will pay?
5. State-level opposition?	Not unless large amounts of state funding are required.
6. Community support?	The community is likely to support the project.
7. Cost/Source of funds?	Difficult to determine from information provided.

Physical Resources V: The university will mount a conscientious campaign to acquire the Dougherty family house and property and develop a plan to use the house as an alumni/information center or as a museum/gallery.

A.	External Constraints:	
1.	Less traditional students	If the student population becomes older, there should be more appreciation of the museum/gallery.
2.	Energy costs/ shortages	No direct impact on this objective.
3.	Inflation	Higher costs could be avoided by expediting purchase of property and renovation of gallery.
4.	Rapidly changing technology	No real impact.
5.	Changing market/ career demands	N/A
6.	Insecurity of federal funding	No real impact, since federal funding for this objective is unlikely.
7.	Demands for accountability	Justification/approval for museum/gallery project will be difficult.
B.	Internal Constraints:	
1.	Internal support and opposition?	Broad support for the acquisition of Dougherty property, but some conflicts of interest possible over development/ utilization of parts of the property.
2.	Adequacy of institutional resources?	Some additional staff personnel will be required, as well as additional parking facilities.
3.	Legislative action required?	No legal problems are foreseen. If, in fact, an alumni foundation to raise funds is formed, legal counsel will be needed.
4.	UNC-GA or Board of Govs. approval required?	Yes, if state funds are required.
5.	State-level opposition?	Probably, due to limited resources at the state level.
6.	Community support?	The community will probably support the project; however, private real estate brokers may compete for purchase of the property.
7.	Cost/Source of funds?	Around $1,000,000. Funds could be raised through formation of an Arts Alumni Foundation; from community & private business sector; through state appropriations.

Physical Resources VI: The university will identify desirable tracts of property and develop a plan for acquiring those parcels deemed appropriate for use as recreation areas, open spaces, or potential building sites.

A. External Constraints:	
1. Less traditional students	More married students will require family-type housing. D. Boone Hotel & other nearby motels which could be modified into small apartments should be identified.
2. Energy costs/ shortages	No direct impact, except upon inflation in general.
3. Inflation	Land in the immediate area of ASU will continue to appreciate rapidly -- any proposed purchases should be made as soon as possible.
4. Rapidly changing technology	Additional facilities may be required to expand programs which are commensurate with changing technology/job markets.
5. Changing market/ career demands	Same as above.
6. Insecurity of federal funding	Federal funding will probably become tenuous in the near future, but will have little impact on land purchases.
7. Demands for accountability	Justification for money to purchase additional property will be difficult. Proper use of present landholdings near the State Farm area will be called for.
B. Internal Constraints:	
1. Internal support and opposition?	Broad general support for property acquisition, but conflicts of interest possible over specific purchases/uses.
2. Adequacy of institutional resources?	Funding will be the major problem.
3. Legislative action required?	No legislative action required except for state funding.
4. UNC-GA or Board of Govs. approval required?	The acquisition of additional private property near Camp Broadstone & southeast of present university property at State Farm would require approval.
5. State-level opposition?	No, subject to availability of funds.
6. Community support?	Local community should give general support, as expansion would mean more jobs. Limited opposition to specific targets possible.
7. Cost/Source of funds?	Approximately ½ million to round out State Farm area; property in Broadstone area less expensive. Cost estimate impossible until specific sites are identified.

Physical Resources VII: Program demands, as reflected in long-range planning projections, will be given emphasis in setting capital expansion priorities.

A. External Constraints:	
1. Less traditional students	Will require greater attention to changing program needs when setting capital expansion priorities.
2. Energy costs/ shortages	Will require effective planning for capital expansion, as called for by this objective.
3. Inflation	Same as #2
4. Rapidly changing technology	The ability to adapt to needs dictated by changes in technology will depend upon funding & effective planning.
5. Changing market/ career demands	The ability to cope with a changing job market may be dictated by the success in meeting this objective.
6. Insecurity of federal funding	May inhibit capital expansion.
7. Demands for accountability	Implementation of objectives should help satisfy these demands.
B. Internal Constraints:	
1. Internal support and opposition?	The academic sector may support the objective, but cooperation among various units may be difficult. Opposition to specific recommendations likely.
2. Adequacy of institutional resources?	ASU has the personnel to implement the objective.
3. Legislative action required?	No legislative action required, except in area of funding for projects recommended.
4. UNC-GA or Board of Govs. approval required?	Not for the process, but must support the projects recommended as a result of the process.
5. State-level opposition?	No opposition to the process, but opposition to specific programs/capital expansion projects possible.
6. Community support?	Probably, if it is aware of it.
7. Cost/Source of funds?	No extra costs for planning - appropriate offices and personnel already exist.

Physical Resources VIII: Increased importance will be placed upon transporation resources in future program planning.

A. External Constraints:	
1. Less traditional students	Any growth in off-campus programs will increase importance of this objective.
2. Energy costs/ shortages	This objective addresses this constraint.
3. Inflation	Same as #2.
4. Rapidly changing technology	Changing technology may effect changes in conventional modes of transportation & sources of energy. ASU must avoid over-commitment to one form of transportation.
5. Changing market/ career demands	N/A
6. Insecurity of federal funding	Places greater emphasis on local funding for improvising alternate resources.
7. Demands for accountability	Will result in a greater demand for justification of activities requiring transportation.
B. Internal Constraints:	
1. Internal support and opposition?	All sectors will support the objective in principle. Specific allocation decisions will be opposed by those negatively affected.
2. Adequacy of institutional resources?	Yes. May require a new part/full-time position for director of travel.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	Possibly in area of consolidation of vehicle acquisition within UNC system.
5. State-level opposition?	No.
6. Community support?	Yes.
7. Cost/Source of funds?	Initial cost of implementation should be offset by long-term effect of a potential decrease in travel expenditures.

Physical Resources IX: The university will improve its recreational facilities.

A. External Constraints:	
1. Less traditional students	If less traditional implies students who are older and employed off-campus, these students would have less need for recreational facilities.
2. Energy costs/ shortages	Will complicate the problem of discovering resources to build new facilities, especially those for intramurals & recreation. Hours of access may have to be curtailed.
3. Inflation	May force reductions in facilities, hours of operation, and supervisory personnel to operate the services.
4. Rapidly changing technology	New technologies may render obsolete existing facilities for the formal "semi-professional" college athletics program; little impact on recreational facilities.
5. Changing market/ career demands	Recreational internships will be concerned with adjusting to new market demands. Few recreational programs (or facilities) will be affected in major ways.
6. Insecurity of federal funding	Federal funding of recreational activities is always insecure and minimal.
7. Demands for accountability	Little impact.
B. Internal Constraints:	
1. Internal support and opposition?	Opposition from those competing for funds to be used for new facilities; all inconvenienced by lost parking space; program managers forced to open programs to females & minorities whose participation is now limited.
2. Adequacy of institutional resources?	Yes, over the long term, if changes are implemented piecemeal & if a careful plan is inaugurated with widespread participation of all persons affected.
3. Legislative action required?	General Assembly must approve construction and funding (if any state funds are sought).
4. UNC-GA or Board of Govs. approval required?	Yes, for the construction of new facilities.
5. State-level opposition?	No, unless ASU's academic mission is compromised. Partial state funding of facility might meet opposition.
6. Community support?	Yes.
7. Cost/Source of funds?	Estimate in 1980 Capital Improvements Request list was $1,179,700 with $589,850 in state funds requested. The rest to come from self-liquidating funds.

Institutional Sector: SPECIAL ACTIVITIES

Special Activities 1: The university will seek to provide a broad range of continuing education services to the people of the region and state in a manner that is academically sound and is consistent with the role and purpose of a university.

A. External Constraints:	
1. Less traditional students	No effect. Continuing education programs are geared to the nontraditional student.
2. **Energy costs/ shortages**	Rising costs & energy shortages will increase need for off-campus programming for less traditional students, but will make faculty commuting more expensive.
3. Inflation	Will encourage the development of new & innovative program delivery methods that will be positive with regard to ASU's delivery of continuing education services.
4. Rapidly changing technology	Unless the university maintains the "state of the art" in teaching methods, materials, & equipment, we will have difficulty fulfilling this objective.
5. Changing market/ career demands	Continuing education can well be the frontier for alerting us to changing market demands in the future. Stage 10 strategies address this constraint.
6. Insecurity of federal funding	No effect, since ASU does not directly rely on federal funding for its continuing education services.
7. Demands for accountability	This will lend support to achievement of the objective, which is aimed at improving the responsiveness and academic quality of the continuing education program.
B. Internal Constraints:	
1. Internal support and opposition?	General support, with some reservations. The sciences will not support off-campus programs owing to the lack of laboratory facilities.
2. Adequacy of institutional resources?	ASU has necessary personnel & some facilities, but these assets are isolated due to ASU's location; faculty input is limited by teaching loads & overload salary limitations.
3. Legislative action required?	No legal problems with this policy with exception of potential liability problems in area of adequate off-campus facilities for handicapped & contractual liabilities.
4. UNC-GA or Board of Govs. approval required?	Continuing education services are an accepted part of the total university. The UNC-GA will need to give approval of new courses or program offerings.
5. State-level opposition?	Opposition if new degrees/tracks & additional funding are required; less so if receipt-funded. Other institutions will object to overstepping territorial boundaries.
6. Community support?	Yes, if it is more economical for them.
7. Cost/Source of funds?	The cost of supporting this objective is ambiguous due to unknown size & scope of effort. Efforts should continue to seek state support to lessen burden on students.

Special Activities II: The university will provide academically sound continuing education services to the people of the region and state in a manner that is as efficient as possible -- administratively, fiscally, and otherwise.

A. External Constraints:	
1. Less traditional students	Creates a need for developing recruiting & academically sound programs tailored to such students & more selective choice of faculty in such programs.
2. **Energy costs/ shortages**	Might limit participation & force changes in modes of instruction; energy costs may force host facilities to impose users fee. Objective seeks to address constraint.
3. Inflation	Might make continuing education unaffordable for individuals without assistance from state or industry. State may be less willing to support Stage 10 strategies.
4. Rapidly changing technology	Adaptations in regular academic programs will have to be reflected in continuing education programs.
5. Changing market/ career demands	Adaptations in regular on-campus instruction must be reflected in continuing education programs.
6. Insecurity of federal funding	Loss of federal support to individual students and communities might cut revenues for some continuing education programs.
7. Demands for accountability	Might promote priority changes in favor of on-campus programs and diminish field-based activities.
B. Internal Constraints:	
1. Internal support and opposition?	Administrative support is strong. Faculty will support academically reputable programs, but must be better informed on continuing education.
2. Adequacy of institutional resources?	Yes, but need careful development of televised instruction facilities & working out of faculty teaching loads & salaries. Additional funds for Stage 10 strategies.
3. Legislative action required?	Policy requires no statutory changes, but will require new appropriations by the state legislature to fund off-campus FTEs.
4. UNC-GA or Board of Govs. approval required?	Board and General Administration must approve appropriations for continuing education.
5. State-level opposition?	No likely opposition to the spirit of the objective, but state funding of off-campus FTEs will meet opposition. Concern for territories from UNC-GA & other institutions.
6. Community support?	Yes.
7. Cost/Source of funds?	Difficult to determine. Funds must come from receipts and state appropriations.

Special Activities III: The university will provide throughout the entire year a broad spectrum of cultural activities reflecting the region, the nation, and the world.

A. External Constraints:	
1. Less traditional students	Cultural activities will have to be presented in a decentralized manner & take maximum advantage of media distribution & nontraditional student's work environment.
2. Energy costs/ shortages	These factors will prevent or severely limit the ability of people to gather at central locations to experience these efforts.
3. Inflation	Locally generated cultural events or activities will be the rule. The ability to purchase resources from outside providers will become too expensive.
4. Rapidly changing technology	This makes it more important to develop & deliver historic regional cultural preservation programs to the public. Technology will aid in dissemination of results.
5. Changing market/ career demands	Does not apply.
6. Insecurity of federal funding	Regionally oriented cultural activities will have to compete for financial support in an already strained institutional budget.
7. Demands for accountability	Cost-effective delivery of cultural activities will partially satisfy ASU's service mission & satisfy accountability demand by extending resources to public.
B. Internal Constraints:	
1. Internal support and opposition?	If this effort will require the diversion of funds from instructional & research budgets, recipients of those funds will oppose this objective.
2. Adequacy of institutional resources?	Implementation has already begun to some degree. Achievement of all strategies in Stage 10 report will require additional funding for two positions.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	No.
5. State-level opposition?	Yes, if additional funds from the state legislature are necessary.
6. Community support?	Yes.
7. Cost/Source of funds?	Depends on activities offered.

Special Activities IV: The university will provide adequate facilities for the performing arts and other cultural activities.

A. External Constraints:	
1. **Less traditional students**	If ASU's purpose changes appreciably, the types of facilities provided may have to be altered; demand for facilities proposed in this objective may change.
2. **Energy costs/ shortages**	Might inhibit ability to provide extensive facilities and create the need for a multipurpose utilization of existing facilities.
3. Inflation	Continued inflation may curtail the development of new facilities & renovation of existing facilities.
4. Rapidly changing technology	May render equipment in facilities obsolete and inhibit quality of service.
5. Changing market/ career demands	No direct impact upon this objective.
6. Insecurity of federal funding	This insecurity could delay, if not deter, new facility development.
7. Demands for accountability	May require more elaborate justification of such facilities.
B. Internal Constraints:	
1. Internal support and opposition?	Fine & Applied Arts and Arts & Sciences would probably give strong support. Colleges with more pragmatic goals may place higher priority on other activities/facilities.
2. Adequacy of institutional resources?	Existing resources are adequate for implementation of initial stages of development. Financial resources could limit extent of development
3. Legislative action required?	No legislative action required except to approve state funding.
4. UNC-GA or Board of Govs. approval required?	Yes, for new construction and state funding.
5. State-level opposition?	Possibly. Priorities in budget allocation would affect the accomplishment of this objective.
6. Community support?	Yes.
7. Cost/Source of funds?	Five to seven million. State funding, federal funding, and private sources.

Special Activities V: The university will seek to provide facilities, financial assistance, and other opportunities for student and faculty to engage in international studies.

A. External Constraints:	
1. Less traditional students	The presence on campus of persons from other cultures will be beneficial, as they will be useful as learning resources in on-campus courses.
2. Energy costs/ shortages	Will increase the cost of overseas programs to a point where ASU may have to evaluate cost-effectiveness of such programs. Little effect on on-campus programs.
3. Inflation	Will adversely affect cost of operation of overseas facilities & programs. On-campus programs should not suffer as much.
4. Rapidly changing technology	Little effect on student & faculty exchange programs. Will affect ASU's ability to keep current in materials & equipment necessary for curricular components.
5. Changing market/ career demands	Unless international studies is an important facet of the professional development of students, they may look to more traditional activities to assure success in job market.
6. Insecurity of federal funding	A reduction of federal subsidy for students will make it more difficult for students to pay for overseas experiences and could result in enrollment decline.
7. Demands for accountability	Demands for accountability could require costly evaluation procedures which might result in a more utilitarian or pragmatic approach.
B. Internal Constraints:	
1. Internal support and opposition?	Majority would welcome increased international contacts & studies. Necessary resource reallocation would meet opposition. Students would oppose new financial burdens and academic requirements.
2. Adequacy of institutional resources?	ASU has the resources to implement this policy; however, a reallocation of these resources would be necessary.
3. Legislative action required?	No legislative action required.
4. UNC-GA or Board of Govs. approval required?	UNC-GA approves educational programs offered abroad for academic credit. Board of Governors would have to approve new degree program.
5. State-level opposition?	No outside opposition is anticipated.
6. Community support?	Support of the community can be expected, although certain groups will question the increased presence of foreign nationals in the community.
7. Cost/Source of funds?	Two overseas study facilities (c.$200,000 per yr.); funding from FTE appropriations & student fees; ½ time advisor & ½ time ESL teacher for foreign students/scholars.

Special Activities VI: The university will seek to integrate the facilities of the Center for Continuing Education into the life of the university at large.

A.	External Constraints:	
1.	Less traditional students	This student population would be a positive factor since the center thinks of itself as appealing to the less traditional student.
2.	Energy costs/ shortages	These factors could, of course, reduce the number of persons coming to the center, which in turn would reduce income.
3.	Inflation	The impact would still fall harder on "outside" users of the center as opposed to "inside" users (or campus users).
4.	Rapidly changing technology	Very little effect.
5.	Changing market/ career demands	No effect.
6.	Insecurity of federal funding	No effect.
7.	Demands for accountability	Again, this might be a plus factor as long as the center insists on and promotes quality programming.
B.	Internal Constraints:	
1.	Internal support and opposition?	General support for the policy as stated. However, there is the question of whether the objective is economically feasible in view of CCE's role as a residential facility.
2.	Adequacy of institutional resources?	Yes, but there is the question of the validity and feasibility of the objective itself to be resolved.
3.	Legislative action required?	No legislative action required.
4.	UNC-GA or Board of Govs. approval required?	Not applicable.
5.	State-level opposition?	No.
6.	Community support?	Not applicable.
7.	Cost/Source of funds?	The policy might begin to be implemented at virtually no cost. The question remains as to what extent financial losses might occur by the policy's conflict with outside groups essential to the center's operation.

Special Activities VII: The university will continue to provide an environment which is open and conducive to special projects which are of service to the people of the region, state, and nation.

A. External Constraints:	
1. Less traditional students	This trend will demand that the university offer more special projects to address needs of these students.
2. Energy costs/ shortages	Will require that ASU provide more programs in surrounding communities & possibly in individual homes through improved technology(i.e., telecommunications).
3. Inflation	Will require that innovative & efficient techniques be developed to deliver the education that nontraditional students will require.
4. Rapidly changing technology	Will offer opportunity to devise innovative educational delivery systems & programs that will keep students abreast of rapid technological changes.
5. Changing market/ career demands	ASU must be prepared to meet demand for professional development programs & design & deliver programs to meet time & space requirements of nontraditional students.
6. Insecurity of federal funding	If lesser amounts of federal funds are available to higher education, the special projects will be the first to feel the effect.
7. Demands for accountability	Will require ASU to design & deliver more cost-effective programs because future programs will rely more on receipts from nontraditional students.
B. Internal Constraints:	
1. Internal support and opposition?	Faculty will resist unless changes are made in formula to determine pay for the additional time & credit expended. Administration will support the objective.
2. Adequacy of institutional resources?	ASU has the faculty, staff, administration & facilities to implement this policy. However, implementation will require a realignment of resources.
3. Legislative action required?	Legislative funding for nontraditional programs is presently non-existent & will be required to provide financial aid to nontraditional students.
4. UNC-GA or Board of Govs. approval required?	Yes, the policy will need the approval & advocacy of the Board of Governors and General Administration.
5. State-level opposition?	Any resistance by these agencies will result from insufficient state revenue to underwrite the support of this objective.
6. Community support?	Yes. The community is the sector that will be making the demands on the institution.
7. Cost/Source of funds?	ASU must determine how it is going to deliver to its constituency before funding can be determined. Cost depends on the types of programs offered.

Institutional Sector: GRADUATE PROGRAM

Graduate Program I: ASU will strive to maintain graduate enrollment at, or above, current levels.

A. External Constraints:	
1. Less traditional students	Will require vigilance in studying basic changes in population and development of programs to meet changing needs.
2. Energy costs/ shortages	May reduce enrollment, especially on the part of commuting students.
3. Inflation	Will bring increased tax receipts and so budget allocations should keep pace with inflation.
4. Rapidly changing technology	No serious problems in replacing materials and equipment and in stimulating faculty development if economic growth continues.
5. Changing market/ career demands	ASU must strive to determine students' career needs & counsel them effectively. Objective addresses these needs.
6. Insecurity of federal funding	Objective could not be achieved if federal funds for student financial aid are sharply reduced.
7. Demands for accountability	Effective evaluation, which requires funding, will strengthen instructional program and affect enrollments positively.
B. Internal Constraints:	
1. Internal support and opposition?	No known groups within the university are opposed to the objective.
2. Adequacy of institutional resources?	ASU has the resources to implement the policy.
3. Legislative action required?	No legal problems are seen in connection with this objective.
4. UNC-GA or Board of Govs. approval required?	No approval of objective required. Specific tactics suggested in Stage 10 would require approval.
5. State-level opposition?	No opposition to the policy.
6. Community support?	The community and region have little or no concern about the policy.
7. Cost/Source of funds?	Funds are budgeted for publications and routine revisions.

Graduate Program II: The Graduate School will increase its flexibility in order to adjust to changing academic, student, and constituent needs.

A. External Constraints:	
1. **Less traditional students**	A more liberal student body may consider ASU's emphasis on App. culture & traditions too regional & provincial. But objective addresses adjustment to changing needs.
2. **Energy costs/ shortages**	May reduce enrollment, especially among commuting graduate students who tend to have less traditional needs.
3. Inflation	May result in reduction of library acquisitions and quality of instruction, research, etc.
4. Rapidly changing technology	May place additional financial burden on departments and decrease ability to respond to changing needs.
5. Changing market/ career demands	Must avoid slavish accommodation to market demands which change more quickly than educational goals, especially in the humanities.
6. Insecurity of federal funding	May result in hesitancy to begin new projects unless securely funded.
7. Demands for accountability	No direct impact on objective.
B. Internal Constraints:	
1. Internal support and opposition?	Some groups may not support a program in satellite communication, an increase in field-based education, & too fast an accommodation to changing market demands.
2. Adequacy of institutional resources?	It has the resources to begin to implement most segments of this policy.
3. Legislative action required?	No legal problems are foreseen. Will have to approve new funding.
4. UNC-GA or Board of Govs. approval required?	It will have to approve new programs and their funding.
5. State-level opposition?	Some may oppose new Satellite Telecommunications Programs, that ASU should leave those programs to MIT or similar schools.
6. Community support?	Yes.
7. Cost/Source of funds?	Funding will have to come from the state, business, friends, and alumni of ASU.

Graduate Program III: ASU will increase funding for graduate assistantships and scholarships and for graduate research.

A. External Constraints:	
1. Less traditional students	Less traditional (i.e., older) student population would make the objective even more pressing and desirable.
2. **Energy costs/ shortages**	Rising costs could be a major constraint on increased funding.
3. Inflation	Same as #2 above.
4. Rapidly changing technology	Changing technology could cause an increase in the funds needed for research materials and equipment.
5. Changing market/ career demands	No effect foreseen.
6. Insecurity of federal funding	Responsibility for funding probably will become more that of the state & ASU Foundation as a result of the growing conservative political climate.
7. Demands for accountability	No effect foreseen.
B. Internal Constraints:	
1. Internal support and opposition?	Presumably all within the university will support the objective.
2. Adequacy of institutional resources?	Increased funding for assistantships & scholarships has no direct relationship to these resources.
3. Legislative action required?	No known legal implications. Legislature would have to approve increased state funding.
4. UNC-GA or Board of Govs. approval required?	Only to extent increased state funding & tuition waivers are involved.
5. State-level opposition?	No.
6. Community support?	Probably would have no interest.
7. Cost/Source of funds?	Total cost unknown. Hopefully, funds would come from state appropriations as well as the ASU Foundation.

Graduate Program IV: ASU will develop and encourage nontraditional graduate degree programs.

A. External Constraints:	
1. Less traditional students	Increasingly nontraditional student populations should encourage the development of nontraditional programs.
2. Energy costs/ shortages	Nontraditional degree programs which are energy and cost effective or capitalize on ASU's summer climate should have a relative advantage over more traditional programs.
3. Inflation	Use of technological advantages may allow ASU to meet this constraint.
4. Rapidly changing technology	Should increase the demand for graduate education, perhaps especially nontraditional programs.
5. Changing market/ career demands	Nontraditional degree programs are not necessarily more or less adaptable to changing market demands than traditional programs.
6. Insecurity of federal funding	Insofar as planning & start-up costs are dependent on federal funding, rapidity of development may be slowed.
7. Demands for accountability	Nontraditional degree programs will be subject to closer scrutiny with respect to integrity, quality, & results. Planning must include methods of documentation and evaluation.
B. Internal Constraints:	
1. Internal support and opposition?	Non-supportive groups will include faculties not convinced of academic soundness of programs and library (if funding for appropriate materials is not included).
2. Adequacy of institutional resources?	Shortfall in resources will be in equipment, library resources and support staff.
3. Legislative action required?	Legislature will have to support funding requirements.
4. UNC-GA or Board of Govs. approval required?	Both establishment & delivery of nontraditional degree programs will require approval of Board of Governors & approval and support of UNC-GA.
5. State-level opposition?	Opposition from present doctoral degree-granting institutions & university & legislative committees resisting budget increases.
6. Community support?	The community and the region, if informed, would support the policy.
7. Cost/Source of funds?	The costs could be substantial. However, they should be balanced against the potential cost savings.

Institutional Sector: RESEARCH

Research I: See report for Organization and Administration V (p. 292).

Research II: See report for Faculty I(B) (p. 306).